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UNIVERSITY

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From the President

I am pleased to present the 2006-07 edition of the Georgia Southern University *Fact Book*. This publication is the definitive source of information that chronicles the University's progress over the past year as we continue toward fulfillment of Georgia Southern's Strategic Plan, which is included as an appendix.

In December 2006, Georgia Southern began a year-long centennial celebration. This milestone provided a fitting opportunity to reflect upon the many changes the University has experienced since being founded as the First District A&M School. Through this *Fact Book*, users will discover that Georgia Southern has transcended the expectations of its pioneering founders to become a driving force in the region, state and throughout the Coastal Southeast.

Our student body's scholastic achievement is at an all-time high. As Georgia Southern looks to the future, the University continues to expand, not only adding technologically advanced facilities to our student-centered campus, but new degree programs and outreach initiatives benefiting the people and economic development of our region, state and beyond. The University's faculty and student body continue to bring academic distinction to the institution through ongoing research, scholarship and community service.

This edition of the *Fact Book* offers a multitude of information on a diverse array of topics. How big is Georgia Southern? What are the demographics of our student body? Where do our alumni live and work? What is our impact on the local economy? How does Georgia Southern compare with other institutions within the University System of Georgia? The data clearly document our ever-growing strengths and progress.

I hope you will find the 2006-07 *Fact Book* a useful reference as you learn more about Georgia Southern University.

Sincerely,

Bruce Grube
President

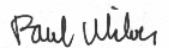
From the Editor

This seventeenth edition of the Georgia Southern University Fact Book provides a point of reference for your convenience. It is based on Fall census data and where appropriate fiscal year data, as well as historical data in selected cases.

In addition to the general information about Georgia Southern University, its history and its progress, this book provides data on our students, faculty and staff, and services.

Many people on campus offered their time, expertise, and information in the preparation of this document. It could not have been completed without their support.

Any comments or suggestions for the improvement of this document are welcome.



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2006 - 2007 Year Highlights

University has most highly qualified freshman class in its history. The average SAT score for members of the fall 2006 freshman class was 1104, marking the 12th consecutive year that the average SAT score of the incoming freshmen increased over the previous fall semester. Georgia Southern is the only one of the 18 four-year institutions in the University System of Georgia to report such an increase in every fall since 1995. The average SAT score of the incoming freshmen at Georgia Southern has increased by 117 points since Bruce Grube became the University's 11th president in 1999. Final enrollment for fall 2006 was 16,425 of which 2,732 were first-time, full-time, degree-seeking freshmen.

Georgia Southern celebrates first 100 years. Founders Day, December 1, 2006, marked the public kickoff of Georgia Southern's Centennial celebration. A gala dinner on campus that evening celebrated both the beginning of the Centennial and the successful conclusion of the University's recent Campaign for National Distinction fundraising campaign. Gov. Sonny Perdue also proclaimed December 1 to be Georgia Southern University Day throughout Georgia. The Centennial theme, "A Century of Progress, Pride and Promise," and the Centennial logo were used to identify special events throughout the celebration. Credit for the birth of Georgia Southern, which began as the First District A&M School, goes to the citizens of Bulloch County. Recognizing the value of having a school in their community, community leaders placed a bid and competed successfully against other counties to achieve their goal.

Georgia Southern fundraising campaign exceeds goal. Georgia Southern's Centennial year started with a bang Friday, December 1, 2006, as the University announced that it surpassed the goal of its first comprehensive capital campaign. President Bruce Grube released the final total of \$53,051,156 raised during the five-year Campaign for National Distinction. The campaign's goal had been set at \$40 million. "I am enormously grateful for the efforts of the many friends of Georgia Southern that have brought us to the successful conclusion of the campaign," said Grube. "With the resounding success of the Campaign for National Distinction, Georgia Southern is well-positioned to enter its second century of service to the region, the state and the nation." Campaign Leadership Committee Chair and Vice President for University Advancement Billy Griffis noted that the dollars raised significantly add to the funds provided by the state. "We are grateful for our strong, positive relationships in Atlanta. With them comes the expectation that Georgia Southern will do its part to supplement the support the state provides," Griffis said. "This successful campaign gives Georgia Southern the margin of excellence to move ahead in our objective of national distinction," Griffis added. The Campaign for National Distinction focused on six strategic themes of importance in the ongoing development of the University: academic distinction, student-centered university, technological advancement, trans-cultural opportunities, public/private partnerships and physical environment. Gifts to the campaign will help fund numerous programs and projects, including scholarship endowments, eminent scholar chairs, graduate assistantships and fellowships, athletics facilities, technology modernization and the Alumni House and Welcome Center. President Grube noted that the university's recent reclassification as a national doctoral-research university will boost its potential for impact in the Coastal Southeast and beyond. "Georgia Southern University stands alone in its capabilities to serve the state. The results of the capital campaign are an affirmation of our successes, as well as the trust so many donors have invested in our future," Grube said. The president also called the campaign results an "excellent way to kick off Georgia Southern's Centennial." "This institution began because of the incredibly deep commitment of this community. The campaign illustrates that the commitment has been successfully passed through the generations, and that the community of people who believe in what Georgia Southern is, and can become, continues to grow. This coming year of Centennial celebration will give us all a chance to reflect on our rich history and look forward to great days ahead," Grube said.

University's economic impact on region exceeded \$650 million in 2005-06. Georgia Southern had an economic impact of more than \$650 million on the region during the recently completed fiscal year. According to a study released by Georgia Southern's Bureau of Business Research and Economic Development (BBRED), the University pumped \$653,440,929 into the economies of nine southeast Georgia counties in 2005-06. In addition, the report revealed that Georgia Southern was responsible for more than 9,500 jobs in the region, which includes Bulloch, Bryan, Candler, Chatham, Effingham, Emanuel, Evans, Jenkins and Screven counties. "The study shows that the University continues to have a significant economic impact on the regional economy," BBRED Director Phyllis Isley said. "This impact should not be considered as being solely on the city of Statesboro or Bulloch County, but distributed among several counties that are interlinked economically to the University. The study further demonstrated that the University's economic impact on the region increased by almost 16 percent from the previous fiscal year.

University awarded \$1 million grant from National Science Foundation. Georgia Southern has announced a project that is designed to increase the number of students who graduate with bachelor's degrees in the STEM (Science, Technology, Engineering and Mathematics) fields. Funded in part by a \$1 million grant from the National Science Foundation (NSF), the project has been dubbed ASPIRES, which stands for Advisement and Scholarship Promoting Inquiry-based Research Experiences in STEM. ASPIRES seeks to improve graduation rates by increasing the retention of STEM students and improving academic

(Continued on page 7)

achievement in introductory science and math courses. In the process, ASPIRES will address the Board of Regents' priority initiative to enhance student progress, which is known as Retention, Progression and Graduation (RPG). The ASPIRES initiatives are aligned with the Regents' goal to achieve national performance levels in retention and graduation rates. ASPIRES is a five-year project that will focus on inquiry-based active learning, student support and academic achievement, student/faculty engagement and faculty professional development. It is intended to provide each student with an inclusive cycle of engagement from their freshman year through their senior year.

Grant awarded by the U.S. Department of Education. The \$1,070,000 grant will be shared by Georgia Southern and five other institutions in three countries to develop and implement a North American component to existing humanities and social science curricula. The FIPSE partnership includes the Bowling Green State University (Ohio); Universidad Veracruzana in Xalapa, Mexico; Universidad de Sonora in Sonora, Mexico; Wilfrid Laurier University in Ontario, Canada; and Mount Allison University in New Brunswick, Canada. "The grant project was inspired by the fact that despite NAFTA's remarkable economic achievements in the last 10 years, less progress has been made in the cultural and political dimensions of continental integration," Sabia said. "This grant is aimed at broadening student knowledge about integration, improving language proficiency and cross-cultural understanding through the use of new cyberspace technologies, and study abroad opportunities."

Record on-campus giving pushes A Day For Southern to new high mark. The 33rd edition of "A Day for Southern," held September 12, 2006, produced record-setting results. In addition to surpassing the \$1 million mark for the ninth year in a row, this year's total, \$1,271,823, included a \$50,000 increase over the previous record, set in 2005. Another record was set by the Georgia Southern campus community, which contributed \$225,410, an increase of 37.6 percent over the total given at this time last year. "It's the exclamation point that follows the many, many ways each day that our faculty and staff contribute to make Georgia Southern such a remarkable place," President Bruce Grube said. "The generous support we see here on campus radiates throughout Statesboro and Bulloch County, and it's truly gratifying to know that so many people are ready to come through for our students and our academic programs," he added. Some 200 volunteers solicited donations from about 1,100 members of the Bulloch County business and professional community during this year's event.

New addition to Henderson Library opens. For more than three decades, the Zach S. Henderson Library has been the hub of academic life at Georgia Southern University. Since the summer of 2004, the library has also been the focus of an extensive expansion and renovation that will help it keep up with the needs of the University's growing student body. The first phase of the \$22.7 million project, an 89,000 square-foot addition to the eastside of the original building – has been completed and opened to the public in October, 2006. The entrance is highlighted by a striking three-story glass atrium and a virtual waterfall. Once inside the addition, library patrons will find wireless access and laptops that can be borrowed for use within the building; two classrooms that contain a total of 60 computers; and a multipurpose room with seating for up to 50 people. The addition is also the home of a unique automated retrieval collection (ARC) system that is capable of storing 800,000 items in 5,848 separate bins that are stacked 45 feet in the air. The second phase of the Henderson Library expansion and renovation project will renovate the original building and will include the construction of a four-story addition on the west side of the original building. Covering 12,000 square feet, this addition will feature seating on the first, second and third floors, and a balcony on the fourth floor. The entire project is scheduled for completion in the fall of 2008.

Department of Chemistry appears in national rankings. For the third time in four years, the Department of Chemistry boasts one of the most productive degree programs in the United States. According to the latest rankings by the American Chemical Society (ACS) Committee on Professional Training, Georgia Southern is tied for No. 19 in the nation in terms of the number of graduates who earned a certified bachelor's degree in chemistry. To compile the annual rankings, the ACS conducts a survey of the 634 colleges and universities that have a bachelor's degree program certified by the organization. The institutions are ranked based on the number of graduates they produce in a given academic year. Twenty-four Georgia Southern students earned certified degrees in 2004-2005, which was the year used by the ACS for its most recent survey.

Claiborne receives \$650,000 grant from National Science Foundation. By studying a certain type of fish protein, a professor in the Department of Biology is hoping to gain a better understanding of what causes a variety of significant health problems in human beings. James B. Claiborne has been awarded a grant worth \$652,391 from the National Science Foundation (NSF) to conduct the project, which includes research at a marine laboratory in Maine and collaboration with scientists at Johns Hopkins University. The grant represents a new high for basic research funding by the NSF to a Georgia Southern research team. The University's biology department has received \$1.5 million in NSF funding over the last five years.

Health Resource and Service Administration (HRSA) funds SCRUBS to increase number of minority nurses. Minorities, long under-represented in health professions, will be encouraged to enter nursing under a new program being launched by Georgia Southern. Georgia Southern and the Magnolia Coastlands Area Health Education Center established SCRUBS, a

(Continued on page 8)

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program designed to recruit minority students to a nursing career. SCRUBS was funded in July 2006 with a three-year grant for \$880,000 from the HRSA. SCRUBS aims to involve potential minority nursing students all the way from seventh grade through their senior year of Georgia Southern's School of Nursing BSN program. Once involved, the program will help students develop long-term mentoring relationships in the health care delivery system.

CIT professor greets President. When President George Bush paid a visit to the Georgia Southern Campus on October 30, 2006, Camille Rogers was there to officially greet him. Rogers, an assistant professor of information systems in the College of Information Technology was chosen to serve as an official presidential greeter along with two students, Eric Cumbee and Jesse Tyler. The individuals were selected by candidate Max Burn's office because of various volunteer work.

Georgia Southern's College of Business Administration featured in Best 282 Business Schools. Graduate students speak highly of the both the MBA and the Master's of Accounting program at Georgia Southern, according to The Princeton Review. The New York-based education services company features Georgia Southern's College of Business Administration in the 2007 edition of its Best 282 Business Schools (Random House/Princeton Review). "We chose schools for this book based on our high regard for their academic programs and offerings, institutional data we collect from the schools, and the candid opinions of students attending them," said Robert Franek, vice president of publishing at The Princeton Review. "We are pleased to recommend the College of Business Administration at Georgia Southern University to readers of our book and users of our Web site as one of the best institutions they could attend to earn an MBA or MACC."

New online program allows coaches to obtain master's degree in kinesiology. The online Master's of Science Degree in Kinesiology with an Emphasis in Coaching program began May 2007. One of only two online master's degree programs for coaches in the entire country, the Georgia Southern program is set up so that participants can earn the degree in just four semesters. The program curriculum follows National Coaching Standards for Level 5 Coaching status. The courses include athletic training, coaching administration, coaching effectiveness and performance enhancement. As a capstone experience, each participant will prepare a supervised coaching practicum project.

Board of Regents approves doctorate in public health. The Board of Regents approved Georgia Southern's proposed doctorate of public health degree at its January 16, 2007 meeting. This approval opens the way for the Jiann-Ping Hsu College of Public Health to award the Doctor of Public Health (Dr.P.H.) in biostatistics, community health behavior and education and public health leadership. The college already awards Master of Public Health degrees in the five aspects of public health: biostatistics, community health behavior, environmental health sciences, epidemiology, and health services policy and management.

History in the making, music professor premieres new American Opera. It's not everyday that the opportunity comes along to be part of the premiere of a new American opera. Georgia Southern's Centennial provided that chance for dozens of students who were part of the cast and crew of "A Scholar Under Siege," which premiered April 20, 2007, in the University's Performing Arts Center. Professor Michael Braz spent three years composing the story of the dramatic political showdown between former President Marvin Pittman and Governor Eugene Talmadge. The governor was bent on destroying Pittman's career largely because of Pittman's progressive views on race relations in the 1930s and 40s.

Brad Paisley performs April 27, 2007. Music again filled the air in Paulson Stadium on Friday, April 27, at 8 p.m. when Georgia Southern and Hershey's presented the Brad Paisley "Bonfires & Amplifiers Tour." Opening for Paisley were Jack Ingram, Kellie Pickler, and Taylor Swift. At the 2006 Country Music Association (CMA) awards show, Paisley walked away with the Musical Event of the Year award and Album of the Year.

RAC expansion provides new recreational sports and personal fitness options. A \$31.8 million, 135,000-square foot addition to the University's state-of-the-art Recreation Activity Center (RAC) opened this past year. Funded by multi-year, self-imposed student activity fees, the RAC project is registered as one of the first Leadership in Energy and Environmental Design (LEED) recreation facilities on a university campus. The RAC now features larger weight and workout rooms, new multi-purpose courts and a new 42-foot tall climbing wall and a bouldering area, as well as indoor and outdoor pools. The surrounding M.C. Anderson Multiplex added sand volleyball courts, outdoor basketball courts, multi-purpose playing fields and a pavilion.

For Georgia Southern News and Events visit <http://news.georgiasouthern.edu/today.php>.

Source: This Week Newsletter, <http://news.georgiasouthern.edu/thisweek.htm>

Summary of Facts – Fall 2006

There were 2306 Beginning Freshmen:

- Average High School GPA was 3.14.
- Average SAT Score was 1104, the highest in the University's history. This compares to a State average of 990 and a National Average of 1021.

Retention/Graduation Rate:

- The first year retention rate of first time, full time, degree-seeking freshmen who entered in Fall 2005 (and returned in Fall 2006) was 76%.
- The six year graduation rate for first time, full time, degree-seeking freshmen who entered in Fall 2000 and completed a bachelor's degree as of summer 2006 was 43%.

Total Enrollment was 16,425:

- 88.2% (14,483) were undergraduates, 11.8% (1,942) graduate level.
- 51.9% (8,524) were women, 48.1% (7,901) men.
- 89.2% (12,920) of undergraduates were full time, 10.8% (1,563) part time, 49.3% (7,133) female, 50.7% (7,350) male.
- 31.4% (609) of graduate level students were full time, 68.6% (1,333) part time, 71.6% (1,391) female, 28.4% (551) male.
- 27.1% (4,453) were minorities.
- 75.8% (10,981) of undergraduates lived off campus, 24.2% (3,502) on-campus. 76% of Beginning Freshmen lived on-campus.
- 97.7% (16,049) were U.S. citizens with non-citizens representing 87 countries.
- 93.6% (15,380) were Georgia Residents with non-residents representing 44 of the other 49 States.
- 5.6% (862) of undergraduates were new transfers. 21.6% (186) were from University System of Georgia four year Institutions, 47.4% (409) University System of Georgia two year Institutions, .9% (8) Georgia Technical Colleges, 9.2% (79) Private Institutions, and 20.9% (180) Out of State Institutions.

Degrees Conferred:

- Georgia Southern University awarded 2,885 Degrees in 129 majors in Fiscal Year 2007. Of these, 2,300 were Bachelor Degrees, 447 Masters Degrees, 75 Education Specialist Degrees, and 63 Doctorates.
- 79.7% (2,300) of degrees were undergraduate and 20.3% (585) graduate level.
- Minorities received 26.1% (600) of undergraduate degrees and 27% (158) of graduate level degrees.
- Women received 54.1% (1,245) of undergraduate degrees and 69.2% (405) of graduate level degrees.

Credit Hours:

- Students were enrolled in courses totaling 451,485 semester credit hours for Fiscal Year 2007 (*including 476 Military Science*) reflecting a .5 % decrease from the previous year. In fall 2006, they were enrolled in 206,700 semester credit hours (*including 206 Military Science*) showing a 1.6% decrease from the previous year.

Class Size:

- The average class size of lower division courses was 40, upper division was 23, and graduate level was 11.
- The Student to Faculty Ratio remained stable at 20:1.

Financial Aid:

- There were 31,650 Financial Aid awards to students totaling \$ 103,907,457 in the 2005-2006 aid year.

Faculty/Staff:

- There were 1,781 full time employees including faculty. Of these employees, 24.9% (444) were minorities and 54.5% (970) were women.
- Of full time faculty, 45.4% were female, 15.2% were minorities, 74.1% had doctorate level degrees, 47.7% were tenured, and 48.1% were on tenure track.
- Awards to Faculty for Research, Instruction, and Public Service for Fiscal Year 2006 totaled \$ 5,453,113.

Profile of Georgia Southern University

Georgia Southern University, classified as a doctoral-research institution by the Carnegie Foundation for the Advancement of Teaching, is a member of the University System of Georgia. As the largest and most comprehensive research institution in the central Coastal Southeast, the University is a residential campus of nearly 17,000 students and a premier choice for the state's HOPE Scholars. Students representing almost every U.S. state and 86 nations bring a diverse spectrum of backgrounds, interests and talents to the University community.

The University's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, research and student success. Georgia Southern focuses on students and what they value: a well-rounded collegiate atmosphere; a faculty whose first priority is teaching; and a safe, attractive campus environment that encourages knowledge, discovery and personal growth.

Georgia Southern University offers more than 130 degree programs at the baccalaureate, master's and doctoral levels through eight colleges: Business Administration, Education, Health and Human Sciences, Science and Technology, Liberal Arts and Social Sciences, Information Technology, Public Health and Graduate Studies. Georgia Southern is accredited by the Southern Association of Colleges and Schools and has earned special accreditation from professional and academic associations that set standards in their fields. The University continues to expand graduate offerings to meet the demands of its region.

Founded in 1906, Georgia Southern lays claim to being the most beautiful campus in the state. Comprising 675 acres, the university grounds are an arboretum-like treasure featuring gently rolling lawns, scenic ponds and soaring pines. The historic core of campus is the quintessential college portrait – Georgian-style red brick buildings with white columns around a sweeping, tree-lined circular drive. Beyond this circle, classic and contemporary lines blend to showcase continuing growth and expansion of facilities. Major projects underway include construction to double the size of the Henderson Library as well as a new facility tentatively called the Center for Art and Theatre.

Located in Statesboro, a safe, neighborly and progressive Main Street community of approximately 30,000 residents northwest of Savannah, Georgia Southern provides enriching opportunities for people of all ages. Georgia Southern University benefits the region and state by engaging in research and providing public services that proffer creative solutions to regional challenges. The University extends educational opportunities to citizens throughout the state via graduate centers located in Savannah, Augusta, Brunswick, Hinesville, and Dublin as well as through distance learning technologies at numerous other remote sites.

Georgia Southern is recognized for a nationally competitive athletics program. The University's 15 Division I teams compete in the Southern Conference. Across-the-board commitment to excellence has resulted in an unprecedented six NCAA I FCS (formerly Division I-AA) football national championships and NCAA tournament participation in men's and women's basketball, baseball, golf, women's tennis and volleyball.

Mission Statement

Georgia Southern University is a public comprehensive university devoted to academic distinction in teaching, scholarship, and service. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern's nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University's mission is the faculty's dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

Vision Statement

Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.

from Georgia Southern University Strategic Plan, Fall 2004.
see appendix.

The Board of Regents

Kenneth R. Bernard, Jr.
Thirteenth (1/1/07 - 1/1/14)
James A. Bishop
First (1/1/07 - 1/1/11)
Hugh A. Carter, Jr.
At-Large (8/8/00 - 1/1/09)
William H. Cleveland
Vice Chair, At-Large (10/4/01 - 1/1/09)
Robert F. Hatcher
At-Large (1/6/06 - 1/1/13)
Felton Jenkins
At-Large (1/6/06 - 1/1/13)

W. Mansfield Jennings, Jr.
Eighth (1/6/06 - 1/1/13)
James R. Jolly
Ninth (2/13/03 - 1/1/08)
Donald M. Leebern, Jr.
At-Large (1/1/05 - 1/1/12)
Elridge McMillan
Fifth (1/1/03 - 1/1/10)
Patrick S. Pittard
Tenth (5/20/03 - 1/10/08)
Doreen Stiles Poitevint
Second (1/13/04 - 1/1/11)

Willis J. Potts
Eleventh (3/7/06-1/1/13)
Wanda Yancey Rodwell
Fourth (3/29/05 - 1/1/12)
Bejamin J. Tarbuton, III
Twelfth (1/6/06 - 1/1/13)
Richard L. Tucker
Seventh (1/28/05 - 1/1/12)
Allan Virgil
Chair, Third (8/6/03 - 1/1/10)

Regents' Central Office Staff

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(Continued on page 15)

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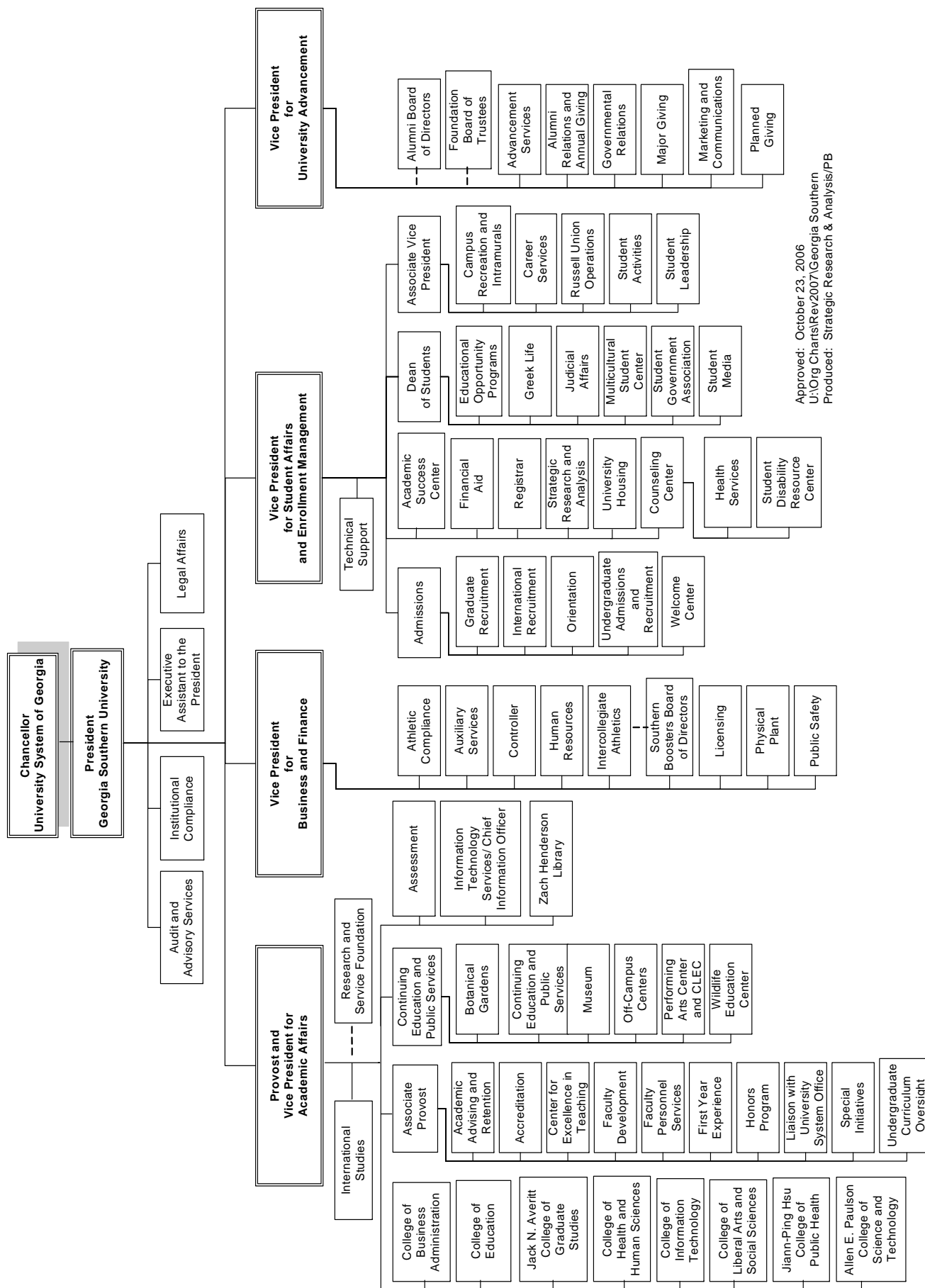
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Current as of August 9, 2007

Georgia Southern University Organization Chart 2006-2007



Approved: October 23, 2006
U:\Org Charts\Rev2007\Georgia Southern
Produced: Strategic Research & Analysis/PB

Past Presidents

First District A&M School - 1906

J. Walter Hendricks	Principal	1908-1909
E.C.J. Dickens	Principal	1909-1914
F.M. Rowan	Principal	1915-1920

Georgia Normal School - 1922

Ernest V. Hollis	President	1920-1926
Guy H. Wells	President	1926-1934

South Georgia Teachers College - 1929

Marvin S. Pittman	President	1934-1941
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Georgia Teachers College - 1939

Albert M. Gates	President	1941-1943
Marvin S. Pittman	President	1943-1947
Judson C. Ward	President	1947-1948
Zach S. Henderson	President	1948-1968

Georgia Southern College - 1959

John O. Eidson	President	1968-1971
Pope A. Duncan	President	1971-1977
Nicholas W. Quick	Acting President	1977-1978
Dale W. Lick	President	1978-1986
Harry S. Carter	Acting President	1986-1987

Georgia Southern University - 1990

Nicholas L. Henry	President	1987-1998
Harry S. Carter	Acting President	1998-1999
Bruce F. Grube	President	1999 - Present

Admission Standards - Beginning Freshman

Fall 2006:

Minimum Standards are determined as Verbal SAT + Math SAT + Academic GPA.

Regular Admission:

Minimum composite Scholastic Aptitude Test (SAT) score of 1000 *or*
Minimum composite American College Test (ACT) score of 21.

College Preparatory Curriculum Requirements for Beginning Freshman Admission, Fall 2006

A student who graduated from high school in June of 1988 or later must meet minimum high school course requirements established by the Board of Regents for regular admission to Georgia Southern University, or any University System Institution.

1. English / 4 units - including grammar and usage, American and World Literature, and Advanced Composition Skills.
2. Social Sciences / 3 units - one focusing on United States Studies, one focusing on World Studies, and one other College Preparatory Social Science Course.
3. Mathematics / 4 units - Algebra I & II, Geometry, and Trigonometry or other higher Math.
4. Foreign Language / 2 units – must be in the same language.
5. Science / 3 units – including at least one lab course in the life sciences, and one lab course in the physical sciences.

If a student has not met the above requirements he/she may still be accepted for admission on a provisional basis. Contact Georgia Southern University Office of Admissions for more details.

See the Georgia Southern University College Catalog online at <http://www.collegesource.org/>.

Undergraduate Admissions: <http://admissions.georgiasouthern.edu/>

Graduate Admissions: <http://cogs.georgiasouthern.edu/>

Applications for Admission Into the Fall Semesters Indicated

	Fall 2005					Fall 2006				
	Applied ^a no.	Accepted		Accepted/ Enrolled		Applied ^b no.	Accepted		Accepted/ Enrolled	
		no.	%	no.	%		no.	%	no.	%
Beginning Freshmen ^c	8,302	4,585	55.2	2,811	61.3	7,360	3,486	47.4	2,306	66.2
Transfers	1,348	1,001	74.3	853	85.2	1,301	1,024	78.7	862	84.2
Other Undergraduate ^d	597	577	96.6	415	71.9	536	523	97.6	479	91.6
Graduate Level	854	702	82.2	418	59.5	695	565	81.3	396	70.1
Total - All Applicants	11,101	6,865	61.8	4,497	65.5	9,892	5,598	56.6	4,043	72.2

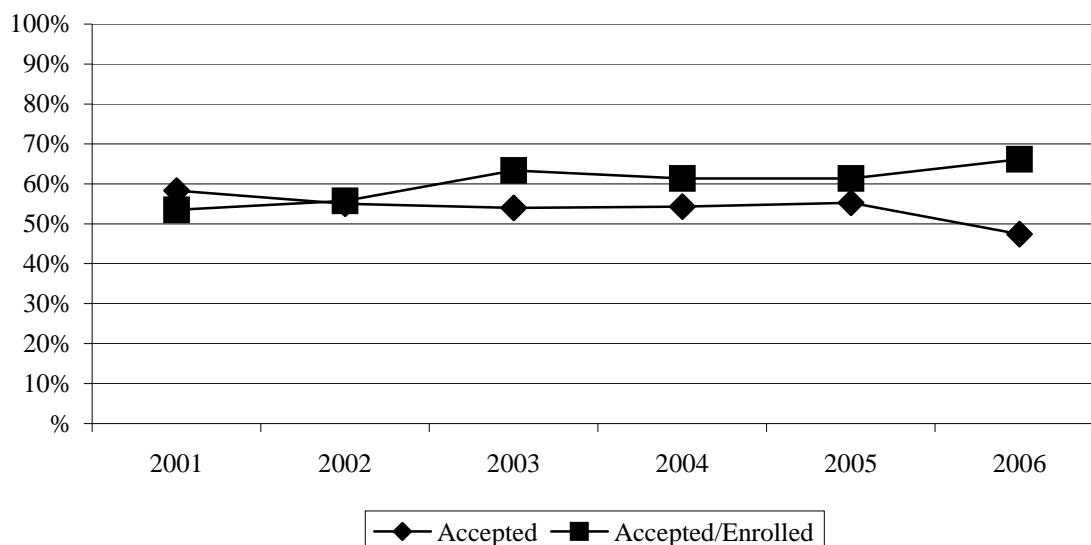
Note. Beginning Freshman and Transfer Applicants are degree seeking only.

^{s,b} Applied - includes accepted, denied, and cancelled applications. In previous year's fact books, graduate level applied numbers included accepted, denied, and incomplete.

^c Beginning Freshman - a degree-seeking student who enters college for the first time in fall term or who has graduated from high school within the calendar year of that fall term. Regents' definition.

^d Other Undergraduate - non-degree seeking, joint enrolled, transient, and post-baccalaureate.

**Beginning Freshmen Accepted and Accepted/Enrolled
by Fall Terms**



Fall Term	Applicants	Accepted	% Accepted	Enrolled	% Accepted/Enrolled
2001	8,386	4,886	58.3	2,612	53.5
2002	8,181	4,503	55.0	2,509	55.7
2003	7,921	4,277	54.0	2,708	63.3
2004	8,434	4,575	54.2	2,807	61.4
2005	8,302	4,585	55.2	2,811	61.3
2006	7,360	3,486	47.4	2,306	66.2

Source: Office of Admissions, Office of Graduate Admissions, Fall Term Regents Semester Enrollment Reports.

Distribution of SAT Scores for Fall Term Beginning Freshmen

Math Scores

Score	2001		2002		2003		2004		2005		2006	
	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%
700-800	12	0.5	27	1.1	26	1.0	30	1.2	37	1.6	35	1.8
600-699	292	12.1	321	14.5	396	15.9	431	18.1	541	24.4	455	24.7
500-599	1,157	58.1	1,261	67.2	1,299	64.9	1,491	76.6	1,381	82.7	1,190	84.8
400-499	1,025	98.9	779	99.7	927	99.8	594	99.8	407	99.9	294	99.7
300-399	28	100.0	7	99.9	6	100.0	3	99.9	2	100.0	5	99.9
200-299	0		1	100.0	0		1	100.0	0		1	100.0
Total	2,514		2,396		2,654		2,550		2,368		1,980	

Verbal Scores

Score	2001		2002		2003		2004		2005		2006	
	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%
700-800	20	0.8	28	1.2	35	1.3	31	1.2	41	1.7	32	1.6
600-699	238	10.3	274	12.6	339	14.1	412	17.4	443	20.4	368	20.2
500-599	1,203	58.1	1,284	66.2	1,377	66.0	1,487	75.7	1,415	80.2	1,254	83.5
400-499	1,027	99.0	797	99.5	895	99.7	612	99.7	461	99.7	324	99.9
300-399	25	99.9	13	100.0	8	100.0	7	99.9	8	100.0	2	100.0
200-299	1	100.0	0		0		1	100.0	0		0	
Total	2,514		2,396		2,654		2,550		2,368		1,980	

Composite Scores

Score	2001		2002		2003		2004		2005		2006	
	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%	no.	Cum%
1400-1600	5	0.2	6	0.3	9	0.3	16	0.6	17	0.7	13	0.7
1200-1399	177	7.2	228	9.8	295	11.5	335	13.8	397	17.5	315	16.6
1000-1199	1,249	56.9	1,342	65.8	1,444	65.9	1,686	79.9	1,645	87.0	1,622	98.5
800-999	1,074	99.6	815	99.8	903	99.9	509	99.8	304	99.8	29	99.9
600-799	9	100.0	5	100.0	3	100.0	3	99.9	5	100.0	1	100.0
400-599	0		0		0		1	100.0	0		0	
Total	2,514		2,396		2,654		2,550		2,368		1,980	

Notes. Totals above are a subset of all Beginning Freshmen. They include only students with valid SAT Scores for each category. A Beginning Freshman is a degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term (Regents definition).

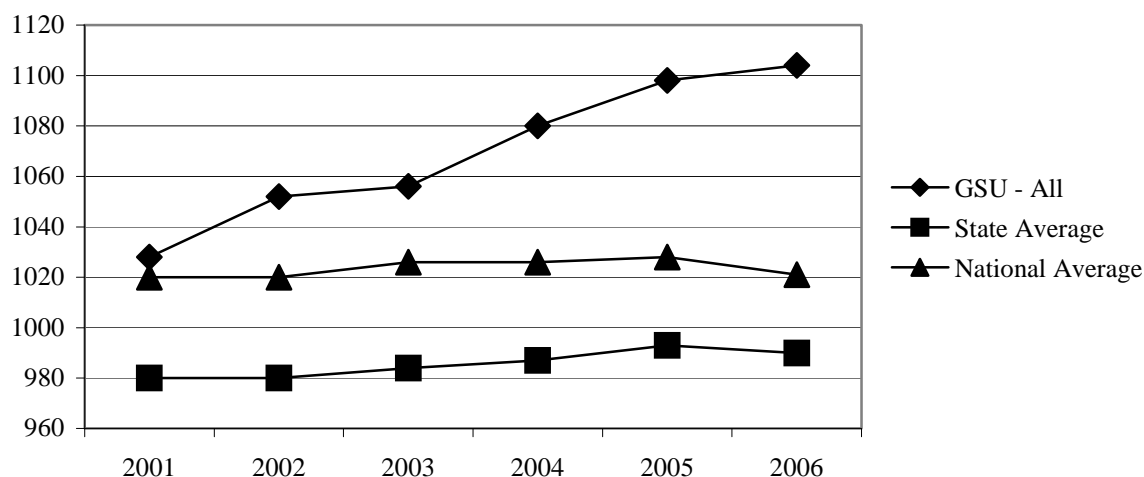
Source: Student Information Reporting System (SIRS).

This Page was UPDATED 10/6/2009.

Average SAT Scores of Beginning Freshmen Compared to the University System Four-Year Institution Beginning Freshmen and to State and National Averages

Fall Terms	2001	2002	2003	2004	2005	2006
MATH						
GSU Learning Support	488	457	459	452	448	n/r ^a
GSU Regular	515	528	528	542	552	555
GSU - All	514	527	527	541	552	555
University System - 4 yr	n/a	n/a	n/a	n/a	556	557
State Average	491	491	491	493	496	496
National Average	514	516	519	518	520	518
VERBAL						
GSU Learning Support	449	462	439	429	417	n/r ^a
GSU Regular	516	525	530	540	547	548
GSU - All	514	525	529	539	546	548
University System - 4 yr	n/a	n/a	n/a	n/a	552	550
State Average	489	489	493	494	497	494
National Average	506	504	507	508	508	503
COMPOSITE						
GSU Learning Support	938	919	898	881	865	n/r ^a
GSU Regular	1032	1053	1058	1082	1100	1104
GSU - All	1028	1052	1056	1080	1098	1104
University System - 4 yr	1085	1089	1092	1105	1107	1107
State Average	980	980	984	987	993	990
National Average	1020	1020	1026	1026	1028	1021

Composite Scores



Notes: University System SAT Averages are for the four-year institutions only less the State Colleges. State and National Averages are for College Bound Seniors whether they enrolled in College or not. Beginning Freshman - A degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term.

^a number redacted (less than 10 students).

Source: Student Information Reporting System (SIRS).

Average Composite SAT Scores of University System of Georgia Beginning Freshmen - 4 Year Schools

Georgia Southern University

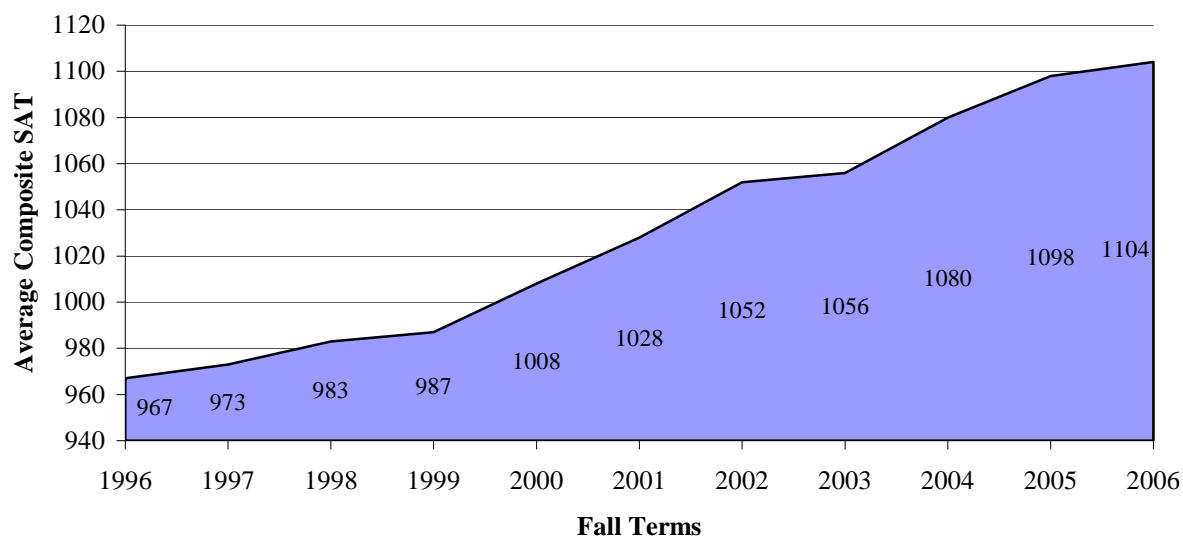


Table is sorted in descending order of average composite SAT score in Fall 2006

Institution	Fall Terms										
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Georgia Institute of Technology	1283	1303	1295	1303	1329	1321	1325	1325	1323	1328	1329
University of Georgia	1178	1175	1186	1190	1198	1201	1211	1209	1230	1237	1222
Georgia College & State University	949	966	992	1027	1049	1055	1062	1088	1116	1120	1124
Southern Polytechnic State University	1049	1041	1053	1067	1074	1094	1094	1105	1119	1124	1113
Georgia Southern University	967	973	983	987	1008	1028	1052	1056	1080	1098	1104
Georgia State University	1013	1007	1048	1050	1045	1063	1066	1080	1088	1085	1086
North Ga. College & State University	1060	1066	1072	1061	1065	1061	1069	1074	1080	1079	1082
Kennesaw State University	985	1019	1021	1024	1034	1022	1032	1047	1069	1067	1071
Valdosta State University	945	965	993	1001	1012	1020	1020	1017	1025	1028	1026
University of West Georgia	964	963	952	964	980	1000	1008	1009	1006	1021	1012
Armstrong Atlantic State University	933	932	946	962	1003	1018	1010	1024	1027	1020	1011
Clayton State University	922	937	943	988	984	1006	993	1002	992	984	997
Georgia Southwestern State University	940	951	967	986	1001	999	1005	999	986	996	991
Columbus State University	938	955	951	969	960	970	970	973	989	1003	990
Augusta State University	938	949	964	981	980	979	984	978	975	978	970
Albany State University	782	817	830	837	830	908	926	905	934	915	902
Fort Valley State University	803	866	857	867	894	878	893	897	913	902	898
Savannah State University	783	805	844	868	881	892	887	886	902	876	882

Georgia High Schools of Beginning Freshmen, Fall 2006

School	Enrolled	School	Enrolled
Out of State	142	Screven County High School, Sylvania	13
Statesboro High School, Statesboro	60	Collins Hill High School, Suwanee	13
Brookwood High School, Snellville	42	Marietta High School, Marietta	12
Centennial High School, Roswell	41	Jenkins County High School, Millen	12
Greenbrier High School, Evans	40	Saint Vincent's Academy, Savannah	12
Lassiter High School, Marietta	36	Kell High School, Marietta	12
South Effingham High School, Guyton	36	Herschel Jenkins High School, Savannah	12
Southeast Bulloch High School, Brooklet	35	Dacula High School, Dacula	11
Houston County High School, Warner Robins	30	Fayette County High School, Fayetteville	11
Effingham County High School, Springfield	29	Home Schooled	11
Walton High School, Marietta	29	Ware County High School, Waycross	11
Roswell High School, Roswell	28	Duluth High School, Duluth	11
Evans High School, Evans	28	Columbia High School, Decatur	10
Lakeside High School-Evans, Evans	27	Savannah Arts Academy, Savannah	10
Starr's Mill High School, Fayetteville	26	Harris County High School, Hamilton	10
Northview High, Duluth	25	Calvary Baptist Day School, Savannah	10
Bradwell Institute, Hinesville	24	Cartersville High School, Cartersville	10
Parkview High School, Lilburn	23	Union Grove High School, McDonough	10
Grayson High School, Loganville	22	Aquinas High School, Augusta	10
Glynn Academy, Brunswick	21		
Harrison High School, Kennesaw	21		
Chattahoochee High School, Alpharetta	20		
Savannah Christian School, Savannah	20		
Alpharetta High School, Alpharetta	19		
Milton High School, Alpharetta	19		
Meachern High School, Powder Springs	19		
Alan C Pope High School, Marietta	18		
Wayne County High School, Jesup	17		
Tattnall County High School, Reidsville	17		
Woodstock High School, Woodstock	17		
Dunwoody High School, Dunwoody	16		
Richmond Hill High School, Richmond Hill	16		
Warner Robins High School, Warner Robins	16		
Salem High School, Conyers	15		
Chapel Hill High School, Douglasville	15		
Mcintosh High School, Peachtree City	14		
Sprayberry High School, Marietta	14		
Camden County High School, Kingsland	14		
South Forsyth High School, Cumming	14		
Saint Pius X Catholic Hs, Atlanta	14		
Norcross High School, Norcross	14		
Heritage High School, Conyers	14		
South Cobb High School, Austell	14		
Kennesaw Mountain High School, Kennesaw	13		
South Gwinnett High School, Snellville	13		

Notes. Includes only Schools with >=10 students. A Beginning Freshman is a degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term (Regents definition).

Source: Student Information Reporting System (SIRS).

Undergraduate In-Transfer Students, Fall Terms

Institution	2001	2002	2003	2004	2005	2006
University System of Georgia Four Year Institutions						
Albany State University	3	2	6	1	4	6
Armstrong Atlantic State University	28	39	37	37	42	25
Augusta State University	19	14	7	26	15	16
Clayton College and State University	5	7	5	3	2	5
Columbus State University	5	9	6	7	10	7
Fort Valley State University	4	3	1	2	3	3
Georgia College and State University	3	18	16	24	28	14
Georgia Institute of Technology	1	3	7	5	0	2
Georgia Southwestern State University	6	7	5	5	3	6
Georgia State University	9	10	14	14	19	6
Kennesaw State University	15	11	8	25	21	27
Medical College of Georgia						1
North Georgia College and State University	7	5	3	10	3	4
Savannah State University	5	5	15	14	11	17
Southern Polytechnic State University		0	0	6	5	1
State University of West Georgia	7	7	6	6	5	14
University of Georgia	9	10	10	16	14	11
Valdosta State University	13	20	31	28	29	21
University System of Georgia Two Year Institutions						
Abraham Baldwin Agricultural College	21	24	16	14	20	24
Atlanta Metropolitan College	4	1	4	0	0	1
Bainbridge College	3	1	3	6	1	6
Coastal Georgia Community College	25	38	32	17	45	30
Dalton State College	2	5	3	3	3	7
Darton College	15	17	17	18	9	10
East Georgia College	148	88	153	89	122	119
Floyd College		6	10	4	2	7
Gainesville College	3	4	12	21	19	17
Georgia Perimeter College	36	30	34	31	34	45
Gordon College	12	17	17	18	26	27
Macon State College	12	18	13	18	31	17
Middle Georgia College	39	50	55	89	66	62
South Georgia College	12	25	22	23	27	29
Waycross College	14	8	8	13	12	8
Department of Technical and Adult Education Colleges						
All Combined	8	18	5	12	14	8
Private Institutions in Georgia	61	81	79	76	64	79
Out of State Institutions	136	151	129	154	144	180
Other^a	14			3		
Total	704	752	789	835	853	862

Note. All data revised to reflect the Board of Regents definition of an undergraduate transfer as reported in their semester enrollment reports.

^a Mature/Provisional Freshmen.

Source: Student Information Reporting System (SIRS).

Fall Enrollment History, 1906 - Present

Year	Fall Total Enrollment	Comments	Year	Fall Total Enrollment	Comments
1906	n/a	First District Agricultural & Mechanical School was founded.	1962-63	2,124	
1908	15	Students enrolled into First District A&M School.	1963-64	2,381	
1913	213		1964-65	2,969	
1915	117	World War I began in 1914 and ended in fall 1918. In addition, many students were forced to drop out of school because of crop failures from torrential rains and falling farm incomes.	1965-66	3,676	The Vietnam War began in 1965 with U.S. troops officially withdrawn in 1973. There seems to be little impact noted on enrollment.
1921	78	Due to inadequate appropriations, poor collections and inefficient managements, the school had lost much of its prestige. Money normally allotted for repairs and general maintenance had to be used to service a mortgage.	1966-67	4,063	
1922	****	Name change to Georgia Normal School.	1967-68	4,407	
1924-25	151		1968-69	4,669	
1925-26	151		1969-70	5,178	
1926-27	226		1970-71	5,719	
1927-28	215		1971-72	6,156	
1928-29	252		1972-73	6,181	
1929	****		Name change to South Georgia Teachers College.	1973-74	
1929-30	261		1974-75	6,125	
1930-31	254		1975-76	6,252	
1931-32	294		1976-77	6,114	
1932-33	448		1977-78	6,484	
1933-34	458		1978-79	6,525	
1934-35	504		1979-80	6,723	
1935-36	455		1980-81	6,626	
1936-37	534		1981-82	6,603	
1937-38	508		1982-83	6,830	
1938-39	581		1983-84	7,018	
1939	****	Name change to Georgia Teachers College.	1984-85	6,526	
1939-40	514	World War II began.	1985-86	6,935	
1940-41	506		1986-87	7,611	
1941-42	350		1987-88	8,766	
1942-43	160	World War II deployments began to have a major impact on enrollments.	1988-89	9,841	
1943-44	158		1989-90	11,238	
1944-45	207		1990	****	Name change to Georgia Southern University.
1945-46	262	World War II ends in fall 1945.	1990-91	12,250	
1946-47	606		1991-92	13,411	
1947-48	635		1992-93	14,030	
1948-49	724		1993-94	14,191	
1949-50	766		1994-95	14,138	
1950-51	756		1995-96	14,157	
1951-52	613		1996-97	14,312	
1952-53	649		1997-98	13,965	
1953-54	628		1998-99	13,904	Quarter to semester system conversion implemented.
1954-55	583		1999-00	14,476	
1955-56	750		2000-01	14,184	
1956-57	914	2001-02	14,371		
1957-58	1,147	2002-03	15,075		
1958-59		2003-04	15,704		
1959	****	Name change to Georgia Southern College	2004-05	16,100	
1959-60	1,185		2005-06	16,646	
1960-61	1,403		2006-07	16,425	Year long Centennial Celebration launched in December, 06
1961-62	1,764				

Sources: Shurbutt, T. Ray (1982). *Georgia Southern: Seventy-five years of Progress and Service*. Tallahassee: Rose Printing Company; Georgia Southern Fact Books; Georgia Southern University's Registrar's Office

Enrollment by Country of Citizenship, Fall 2006

Country	U/G	G	Total	Country	U/G	G	Total
Bahamas	13	4	17	Lebanon	1		1
Bangladesh	1	1	2	Liberia	1		1
Belarus		1	1	Malawi	1		1
Belgium	2		2	Malaysia	1	1	2
Belize	1		1	Mexico	17	1	18
Bolivia		2	2	Nepal	1	2	3
Bosnia and Herzegovina	1		1	Netherlands	1		1
Brazil	7	1	8	Nicaragua	1		1
Bulgaria	1		1	Niger	5		5
Burma (Myanmar)	1		1	Nigeria	28	4	32
Cameroon	7		7	Norway	1		1
Canada	19	3	22	Pakistan	2	1	3
China	9	15	24	Panama	1		1
Colombia	5		5	Paraguay	1		1
Congo	1		1	Peru	1	3	4
Cuba	2	1	3	Philippines	3	1	4
Denmark	3		3	Poland	2		2
Dominican Republic	1		1	Romania	1		1
Ecuador	1	4	5	Russia	4	2	6
Ethiopia	4		4	Saint Kitts and Nevis	1		1
Finland	1		1	Saint Vincent/Grenadines	1		1
France	3		3	Saudi Arabia	1	1	2
Gabon	1	1	2	Senegal	1		1
Georgia	1		1	Sierra Leone	2		2
Germany	12		12	South Africa	7	1	8
Ghana	3	1	4	Spain	1		1
Guyana	2		2	Sri Lanka	1		1
Haiti		1	1	Sudan	1		1
Honduras	7	1	8	Taiwan	1	1	2
Hong Kong	1		1	Tanzania	1		1
Hungary	2		2	Thailand	3	2	5
Iceland	1		1	Trinidad and Tobago	4	6	10
India	11	11	22	Turkey	2	1	3
Indonesia	3	1	4	Uganda	1		1
Ireland		1	1	United Kingdom/Great Britain	11	2	13
Israel	1		1	United States of America	14,196	1,853	16,049
Italy	1	1	2	Venezuela	3	1	4
Jamaica	9		9	Vietnam	7		7
Japan	7	3	10	Yugoslavia	1		1
Jordan	1		1	Zambia	2	1	3
Kenya		2	2	Zimbabwe		2	2
Kiribati	1		1	Total	14,483	1,942	16,425
Korea, North	2		2	<i>Number - Non-USA</i>	287	89	376
Korea, South	11	1	12	<i>Percent - Non-USA</i>	2.0%	4.6%	2.3%
Kuwait	1		1				
Latvia	1		1				

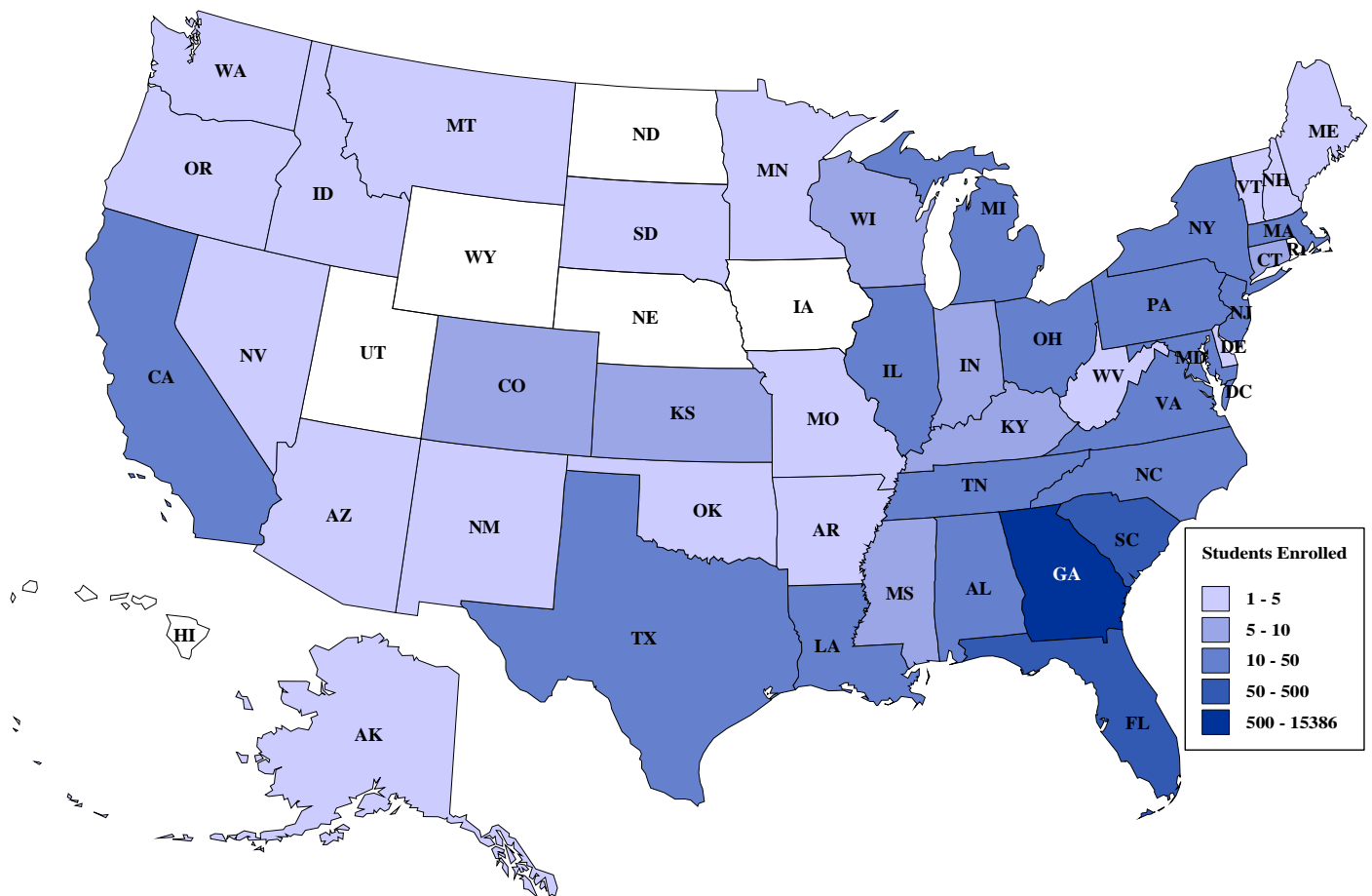
KEY : U/G - Undergraduates, G - Graduates

Source: Student Information Reporting System (SIRS) - Country of Citizenship

Enrollment by State of Residence, Fall 2006

	U/G	G	Total		U/G	G	Total		U/G	G	Total
Alabama	11	3	14	Maine	1		1	Pennsylvania	17	5	22
Alaska	2		2	Maryland	8	3	11	Puerto Rico	3		3
Arizona	3	1	4	Massachusetts	11	2	13	South Carolina	84	18	102
Arkansas	2	2	4	Michigan	11	1	12	South Dakota	1		1
California	13	2	15	Minnesota	2	2	4	Tennessee	11	11	22
Colorado	4	1	5	Mississippi	4	2	6	Texas	21	5	26
Connecticut	7	1	8	Missouri	1		1	Vermont	2		2
Delaware	1	1	2	Montana	1	1	2	Virginia	34	11	45
District of Columbia	2	1	3	Nevada	2		2	Washington	1	1	2
Florida	152	19	171	New Hampshire	2		2	West Virginia	1	2	3
Georgia	13,659	1,727	15,386	New Jersey	19	2	21	Wisconsin	3	2	5
Idaho	1		1	New Mexico	3		3	Total U.S.	14,196	1,853	16,049
Illinois	14	4	18	New York	26	3	29				
Indiana	5	1	6	North Carolina	21	7	28	Foreign Country	287	89	376
Kansas	4	1	5	Ohio	9	6	15				
Kentucky	7	1	8	Oklahoma		1	1	Total Enrollment	14,483	1,942	16,425
Louisiana	8	2	10	Oregon	2	1	3				

KEY : U/G - Undergraduates, G - Graduates



Note. Map shows Total Undergraduate and Graduate Enrollment

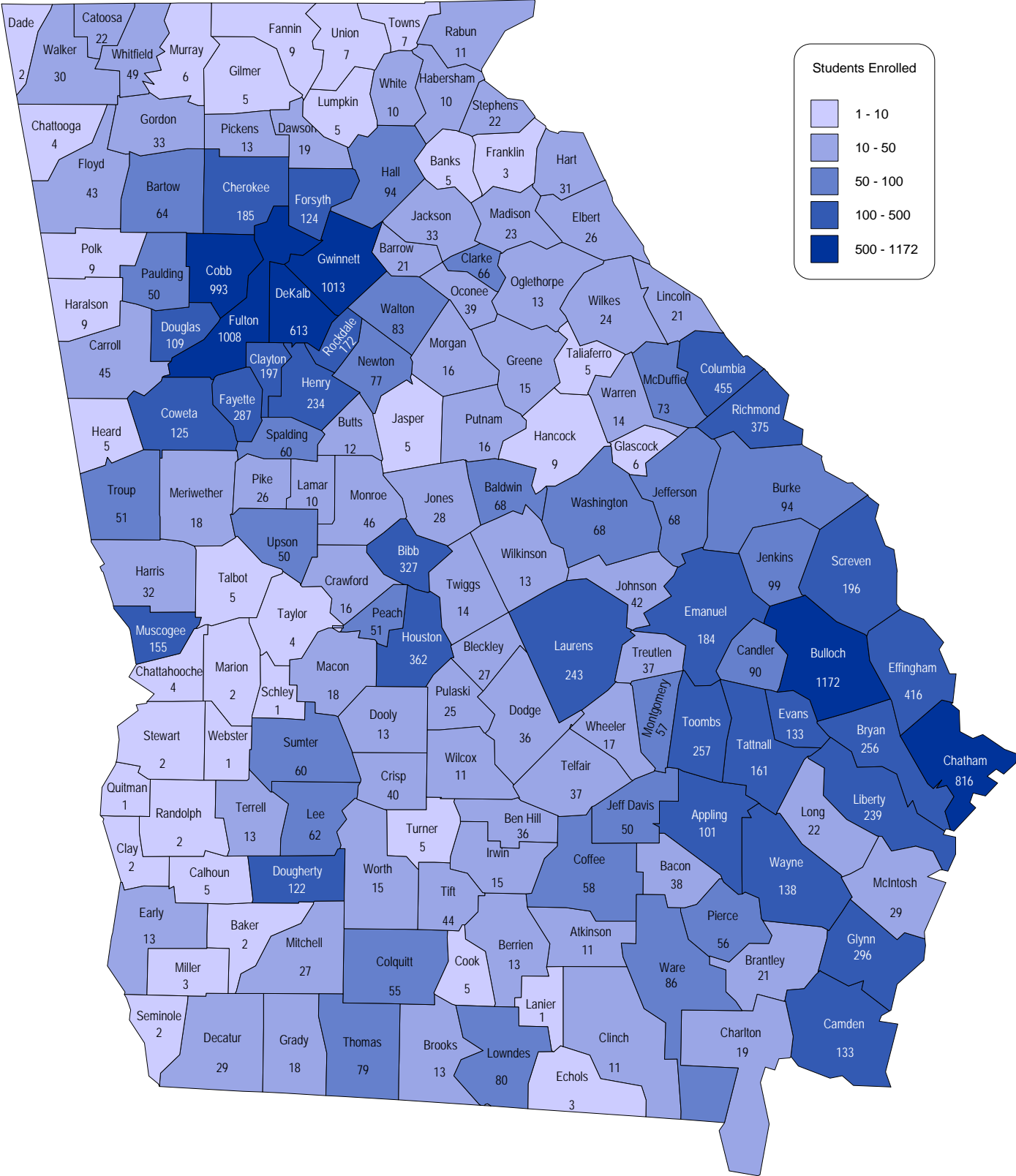
Source: Student Information Reporting System (SIRS) – Current State of Legal Residence

Enrollment by Georgia County of Origin, Fall 2006

	U/G	G	Total		U/G	G	Total		U/G	G	Total
Appling	72	29	101	Fayette	271	16	287	Peach	47	4	51
Atkinson	11		11	Floyd	39	4	43	Pickens	13		13
Bacon	34	4	38	Forsyth	122	2	124	Pierce	47	9	56
Baker	2		2	Franklin	2	1	3	Pike	26		26
Baldwin	58	10	68	Fulton	971	37	1,008	Polk	9		9
Banks	5		5	Gilmer	5		5	Pulaski	20	5	25
Barrow	20	1	21	Glascok	6		6	Putnam	15	1	16
Bartow	63	1	64	Glynn	222	74	296	Quitman	1		1
Ben Hill	31	5	36	Gordon	28	5	33	Rabun	10	1	11
Berrien	10	3	13	Grady	11	7	18	Randolph	2		2
Bibb	301	26	327	Greene	15		15	Richmond	309	66	375
Bleckley	19	8	27	Gwinnett	989	24	1,013	Rockdale	162	10	172
Brantley	20	1	21	Habersham	10		10	Schley	1		1
Brooks	11	2	13	Hall	90	4	94	Screven	171	25	196
Bryan	214	42	256	Hancock	8	1	9	Seminole	1	1	2
Bulloch	984	188	1,172	Haralson	9		9	Spalding	56	4	60
Burke	82	12	94	Harris	31	1	32	Stephens	21	1	22
Butts	12		12	Hart	27	4	31	Stewart	2		2
Calhoun	5		5	Heard	5		5	Sumter	56	4	60
Camden	122	11	133	Henry	225	9	234	Talbot	5		5
Candler	85	5	90	Houston	330	32	362	Taliaferro	4	1	5
Carroll	43	2	45	Irwin	14	1	15	Tattnall	135	26	161
Catoosa	20	2	22	Jackson	31	2	33	Taylor	4		4
Charlton	15	4	19	Jasper	3	2	5	Telfair	31	6	37
Chatham	579	237	816	Jeff Davis	43	7	50	Terrell	13		13
Chattahoochee	4		4	Jefferson	43	25	68	Thomas	77	2	79
Chattooga	4		4	Jenkins	92	7	99	Tift	41	3	44
Cherokee	181	4	185	Johnson	31	11	42	Toombs	213	44	257
Clarke	50	16	66	Jones	25	3	28	Towns	7		7
Clay		2	2	Lamar	10		10	Treutlen	25	12	37
Clayton	179	18	197	Lanier		1	1	Troup	45	6	51
Clinch	10	1	11	Laurens	208	35	243	Turner	5		5
Cobb	971	22	993	Lee	58	4	62	Twiggs	14		14
Coffee	50	8	58	Liberty	194	45	239	Union	7		7
Colquitt	51	4	55	Lincoln	21		21	Upson	47	3	50
Columbia	414	41	455	Long	14	8	22	Walker	28	2	30
Cook	5		5	Lowndes	72	8	80	Walton	76	7	83
Coweta	122	3	125	Lumpkin	4	1	5	Ware	74	12	86
Crawford	15	1	16	Macon	15	3	18	Warren	11	3	14
Crisp	38	2	40	Madison	21	2	23	Washington	56	12	68
Dade	2		2	Marion	1	1	2	Wayne	121	17	138
Dawson	18	1	19	McDuffie	69	4	73	Webster	1		1
Decatur	28	1	29	McIntosh	24	5	29	Wheeler	14	3	17
Dekalb	586	27	613	Meriwether	17	1	18	White	9	1	10
Dodge	24	12	36	Miller	3		3	Whitfield	45	4	49
Dooly	12	1	13	Mitchell	25	2	27	Wilcox	10	1	11
Dougherty	108	14	122	Monroe	43	3	46	Wilkes	22	2	24
Douglas	101	8	109	Montgomery	45	12	57	Wilkinson	10	3	13
Early	11	2	13	Morgan	16		16	Worth	14	1	15
Echols	2	1	3	Murray	5	1	6	Total Georgia	13,455	1,646	15,101
Effingham	355	61	416	Muscogee	146	9	155	Out of State	1,028	296	1,324
Elbert	22	4	26	Newton	73	4	77	Total Enrollment	14,483	1,942	16,425
Emanuel	144	40	184	Oconee	35	4	39				
Evans	113	20	133	Oglethorpe	11	2	13				
Fannin	9		9	Paulding	47	3	50				

Source: Student Information Reporting System (SIRS) – County of Legal Residence at Matriculation

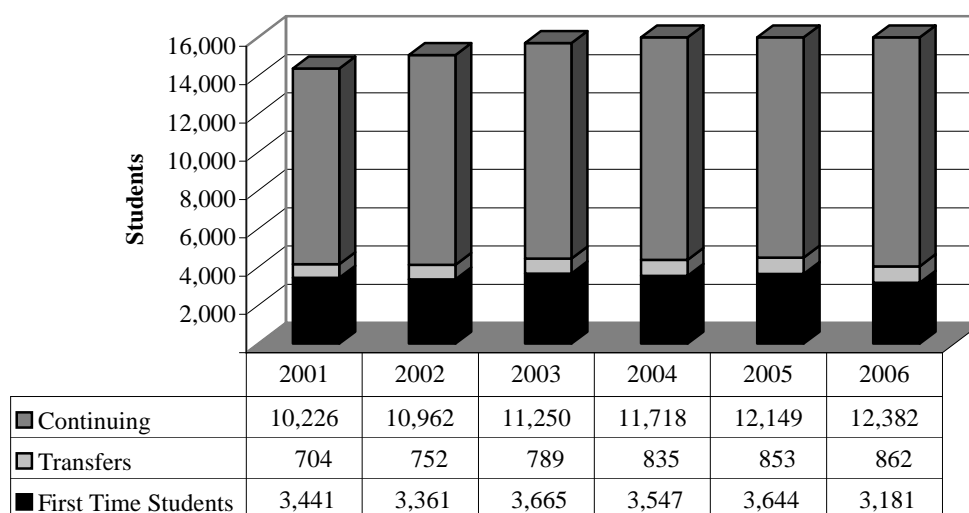
Map of Enrollment by Georgia County of Origin, Fall 2006



Fall Term Growth History

	2001	2002	2003	2004	2005	2006
First Time Students						
Beginning Freshman	2,612	2,509	2,708	2,807	2,811	2,306
Graduate Level	440	446	545	442	418	396
Other Undergraduate	389	406	412	298	415	479
Joint Enrolled	82	129	113	78	75	70
Transient	263	220	199	165	291	359
Post-Baccalaureate	44	31	75	52	46	49
Non-degree Freshman	0	26	25	3	3	1
Total	3,441	3,361	3,665	3,547	3,644	3,181
<i>Difference Between Terms</i>	-2.3%	9.0%	-3.2%	2.7%	-12.7%	
New Transfers						
Freshman	223	227	258	198	168	154
Sophomore	247	251	279	336	368	419
Junior	193	227	224	262	259	257
Senior	41	47	28	39	58	32
Total	704	752	789	835	853	862
<i>Difference Between Terms</i>	6.8%	4.9%	5.8%	2.2%	1.1%	
Continuing Students						
Joint Enrolled	22	4	12	4	15	13
Freshman	2,194	1,947	1,823	2,059	2,087	2,238
Sophomore	2,592	2,759	2,614	2,614	2,811	2,837
Junior	2,025	2,291	2,385	2,328	2,541	2,512
Senior	2,129	2,481	2,734	2,874	2,845	2,986
Graduate Level	1,133	1,275	1,463	1,566	1,578	1,546
Transient	62	105	121	166	166	172
Post-Baccalaureate	69	100	98	107	106	78
Total	10,226	10,962	11,250	11,718	12,149	12,382
<i>Difference Between Terms</i>	7.2%	2.6%	4.2%	3.7%	1.9%	
Total Enrollment	14,371	15,075	15,704	16,100	16,646	16,425
<i>Difference Between Terms</i>	4.9%	4.2%	2.5%	3.4%	-1.3%	

Fall Term Enrollment



Note: A Beginning Freshman is a degree-seeking student who enters college for the first time in Fall Term or who has graduated from high school within the calendar year of that Fall Term (Regents definition).

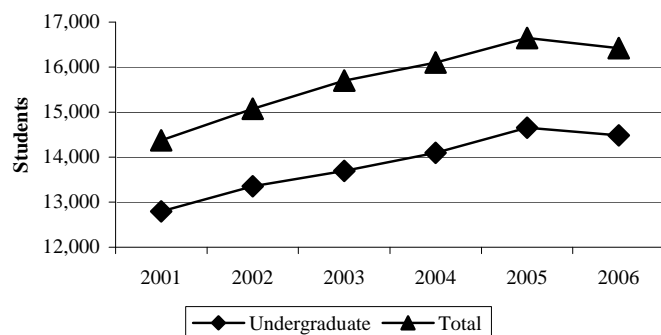
Source: Regents Semester Enrollment Reports (SIRS).

Head Count Enrollment

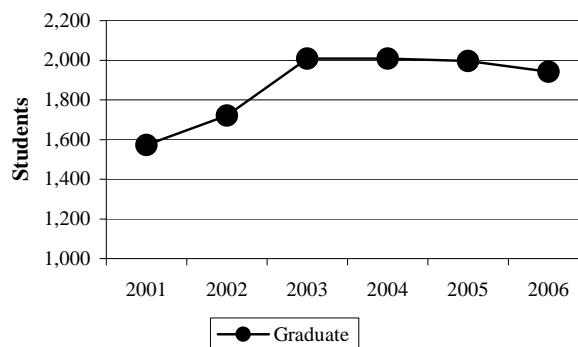
Enrollment by Classification, Fall Terms

Class	2001	2002	2003	2004	2005	2006
Joint Enrolled	104	133	125	82	90	83
Freshman	5,003	4,701	4,807	5,055	5,055	4,696
Sophomore	2,857	3,017	2,899	2,961	3,191	3,258
Junior	2,221	2,519	2,610	2,591	2,802	2,770
Senior	2,175	2,528	2,762	2,913	2,903	3,018
Masters	1,240	1,339	1,510	1,464	1,353	1,270
Specialist	143	189	236	198	196	196
Doctorate	190	193	262	346	447	476
Transient (UG)	325	325	320	331	457	531
Post Baccalaureate/Other	113	131	173	159	152	127
Total	14,371	15,075	15,704	16,100	16,646	16,425

Undergraduate and Total Enrollment



Graduate Enrollment



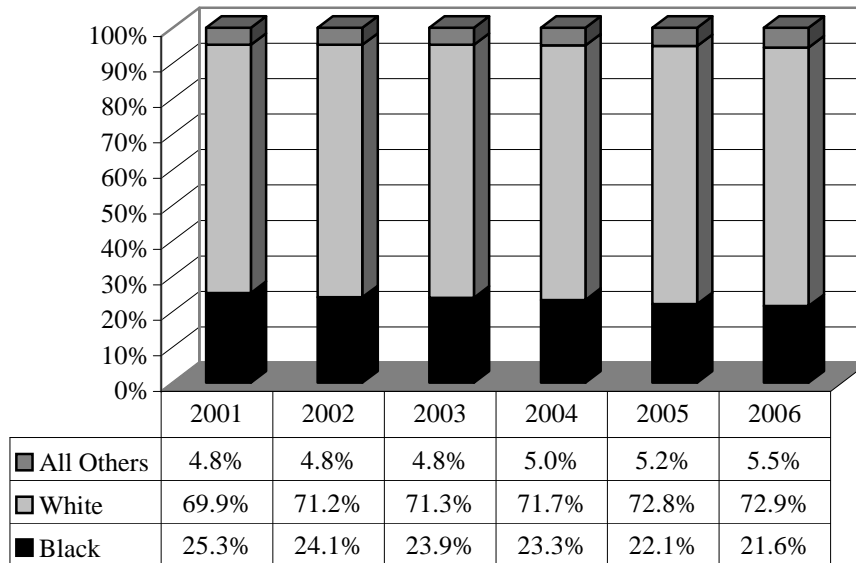
Enrollment by Load Type, Fall Terms

Type	2001	2002	2003	2004	2005	2006
Undergraduate						
Full Time	11,381	11,915	12,247	12,658	13,119	12,920
Part Time	1,417	1,439	1,449	1,434	1,531	1,563
	12,798	13,354	13,696	14,092	14,650	14,483
Graduate						
Full Time	399	470	592	644	616	609
Part Time	1,174	1,251	1,416	1,364	1,380	1,333
	1,573	1,721	2,008	2,008	1,996	1,942
Total	14,371	15,075	15,704	16,100	16,646	16,425

Source: Student Information Reporting System (SIRS)

Enrollment by Race & Gender, Fall Terms

Race/Gender	2001		2002		2003		2004		2005		2006	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
Black	3,631	25.3	3,627	24.1	3,754	23.9	3,755	23.3	3,675	22.1	3,542	21.6
Female	2,176	15.1	2,160	14.3	2,197	14.0	2,140	13.3	2,060	12.4	2,047	12.5
Male	1,455	10.1	1,467	9.7	1,557	9.9	1,615	10.0	1,615	9.7	1,495	9.1
Native American	28	0.2	25	0.2	36	0.2	35	0.2	37	0.2	38	0.2
Female	17	0.1	15	0.1	18	0.1	19	0.1	18	0.1	20	0.1
Male	11	0.1	10	0.1	18	0.1	16	0.1	19	0.1	18	0.1
Asian/Pacific Is.	240	1.7	257	1.7	257	1.6	255	1.6	253	1.5	272	1.7
Female	111	0.8	116	0.8	118	0.8	122	0.8	122	0.7	116	0.7
Male	129	0.9	141	0.9	139	0.9	133	0.8	131	0.8	156	0.9
Hispanic	191	1.3	193	1.3	214	1.4	242	1.5	260	1.6	271	1.6
Female	99	0.7	103	0.7	109	0.7	112	0.7	118	0.7	140	0.9
Male	92	0.6	90	0.6	105	0.7	130	0.8	142	0.9	131	0.8
Multiracial	231	1.6	246	1.6	250	1.6	270	1.7	311	1.9	330	2.0
Female	122	0.9	130	0.9	127	0.8	126	0.8	153	0.9	164	1.0
Male	109	0.8	116	0.8	123	0.8	144	0.9	158	1.0	166	1.0
White	10,050	69.9	10,727	71.2	11,193	71.3	11,543	71.7	12,110	72.8	11,972	72.9
Female	5,197	36.2	5,488	36.4	5,739	36.5	5,834	36.2	6,175	37.1	6,037	36.8
Male	4,853	33.8	5,239	34.8	5,454	34.7	5,709	35.5	5,935	35.7	5,935	36.1
Total Female	7,722	53.7	8,012	53.2	8,308	52.9	8,353	51.9	8,646	51.9	8,524	51.9
Total Male	6,649	46.3	7,063	46.9	7,396	47.1	7,747	48.1	8,000	48.1	7,901	48.1
Total	14,371		15,075		15,704		16,100		16,646		16,425	



Full Time Equivalent (FTE) Enrollment, Fall Terms

	2001	2002	2003	2004	2005	2006
USG Regents FTE	13,056	13,738	14,289	14,715	15,183	14,962

Notes: Full-Time Equivalent (FTE) Students, Undergraduate=number of full time undergraduates plus sum of part time undergraduate hours divided by 12; Graduate=number of full time graduate level students plus sum of part time graduate level hours divided by 9. FTE definition is as of Summer 2003. All years reflect the current definition of FTE.

Enrollment by Age, Fall 2006

Range	Freshman	Sophomore	Junior	Senior	Graduate	Other Undergraduate ^a	Total	
							no.	%
Below 22	4,511	2,832	1,773	673	15	524	10,328	62.9
22-29	129	350	902	2,136	840	147	4,504	27.4
30-39	31	51	62	144	574	45	907	5.5
40-49	21	16	24	48	334	15	458	2.8
50-59	4	9	7	16	169	10	215	1.3
60 +	0	0	2	1	10	0	13	0.1
Total	4,696	3,258	2,770	3,018	1,942	741	16,425	

^a Other Undergraduate - Joint Enrolled, Transients, Post Baccalaureates, and Auditors

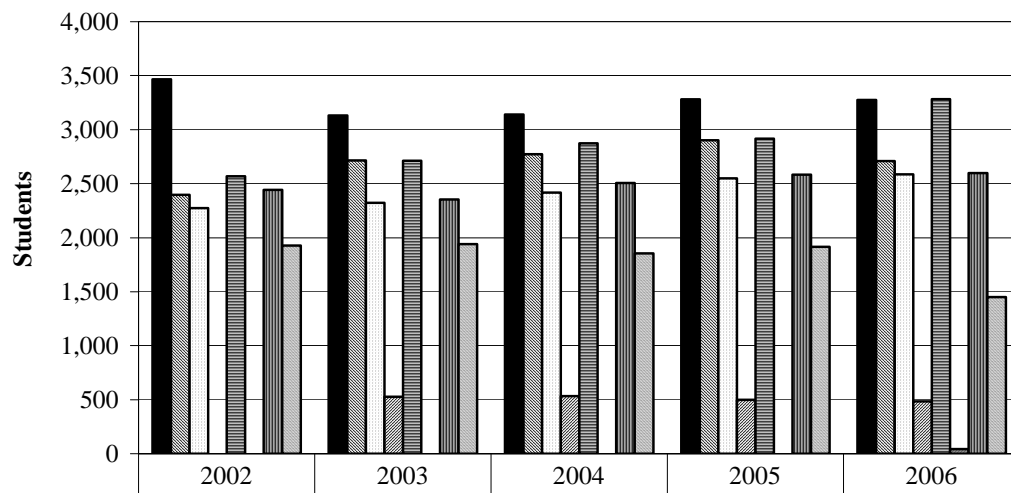
Enrollment by Residency Type, Fall Terms Types of Non-Resident Fee Waivers

Residency Type	2001	2002	2003	2004	2005	2006
Resident	13,574	14,279	14,819	15,206	15,779	15,572
Non-Resident	491	508	616	649	660	626
Academic Common Market Waiver	4	4	2	7	5	4
Border Student Waiver	1	1	1	2	2	2
Dependent Student Waiver	9	5	0	0	0	0
International Student Waiver	121	109	106	91	64	70
Military Waiver	32	34	29	23	0	0
Non-Resident Graduate Student Waiver	37	37	39	38	33	40
Out-of-State Waiver	66	65	64	65	78	72
Public School Teacher Waiver	17	18	14	9	12	17
Senior Citizen Waiver	7	6	7	5	7	8
University System Employee Waiver	12	9	7	5	6	14
Total	14,371	15,075	15,704	16,100	16,646	16,425

Source: Student Information Reporting System (SIRS)

Enrollment by College, Degree, and Major - Fall Terms

Enrollment by College



	2002	2003	2004	2005	2006
■ Business Administration	3,466	3,132	3,141	3,280	3,274
▨ Education	2,396	2,715	2,774	2,903	2,709
□ Health & Human Sciences	2,273	2,322	2,417	2,549	2,585
▩ Information Technology *	0	529	532	499	484
▤ Liberal Arts & Social Sciences	2,570	2,712	2,873	2,915	3,283
■ Public Health **	0	0	0	0	42
▨ Science & Technology	2,442	2,353	2,507	2,584	2,597
▩ Other ***	1,928	1,941	1,856	1,916	1,451

* Information Technology was a new College as of Fall 2003

** Public Health was a new College as of Fall 2006

*** Other - Provost/Academic Affairs/Student Affairs, Non-Degree Transient Graduate

Fall Term	2002	2003	2004	2005	2006	Fall 2006
						% of Total
Total Undergraduate	13,354	13,696	14,092	14,650	14,483	88.2%
Total Graduate	1,721	2,008	2,008	1,996	1,942	11.8%
University Total	15,075	15,704	16,100	16,646	16,425	

Provost/Academic Affairs/Student Affairs	1,916	1,844	1,768	1,854	1,444	8.8%
BA in Economics/International Economics	---	6	***	***	***	
BA in International Studies	29	42	55	87	92	
BS in International Trade	30	39	42	32	37	
BGS in General Studies	40	60	75	127	***	
Non-Degree Undergraduate	467	449	333	378	458	
Undeclared	1,350	1,248	1,263	1,230	857	

Dean Graduate Studies & Research	12	97	88	62	7	0.4%
Non-Degree Transient-Graduate	12	97	88	62	7	

Notes: Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 35)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 34)

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Business Administration	3,466	3,132	3,141	3,280	3,274	19.9%
Total Undergraduate	3,216	2,855	2,845	3,003	3,018	20.8%
Total Graduate	250	277	296	277	256	13.2%
BA in:	4					
Economics	4	***	***	***	***	
<i>Economics, Economics/International Economics</i>						
BBA in:	2,983	2,854	2,845	3,002	3,018	
Accounting	138	151	184	205	242	
<i>Accounting, Managerial, Pre-Law, Public</i>						
Economics	29	30	32	39	34	
<i>Agri-Business, Business Econ., Economic Development</i>						
<i>International Business, Pre-Agriculture</i>						
Finance	190	198	198	184	166	
<i>Banking, Finance, Financial Planning, Financial Services,</i>						
<i>Real Estate, Rsk Mgt & Insurance</i>						
Information Systems	182	143	95	42	41	
Logis/Intermodal Transport	70	84	74	58	67	
Management	211	287	298	316	315	
<i>Entrepreneurship- Small Business, Management, Human</i>						
<i>Resource Mgmt, Operations Mgmt, Production/Operations</i>						
Marketing	212	238	253	280	258	
<i>Advertising, Fash Merchandising, Retail Mgmt, Sales, Sales Mgmt</i>						
Pre-Business	1,949	1,718	1,703	1,873	1,891	
Regional Economic Development	2	5	8	5	4	
BS in Information Technology	168	***	***	***	***	
BS in Pre-Information Technology	61	***	***	***	***	
Non-Degree Undergraduate	0	1	0	1	0	
MACC in Accounting	31	58	65	61	60	
MBA in:	181	189	205	182	164	
Business, Business/Exec, Business Adm/Web	181	189	205	182	164	
WebMBA	17	16	17	23	23	
Non-Degree Graduate	21	14	9	11	9	

Note: Asterisks indicate that a particular degree/major combination is still offered, but by a different College.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 36)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 35)

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Education	2,396	2,715	2,774	2,903	2,709	16.5%
Total Undergraduate	1,340	1,477	1,575	1,685	1,459	10.1%
Total Graduate	1,056	1,238	1,199	1,218	1,250	64.4%
<i>BSED in:</i>	1,339	1,476	1,574	1,684	1,459	
Art Education	15	9	10	9	8	
Early Childhood Education	235	293	354	365	322	
French Education	1	0	0	1	---	
German Education	0	0	0	0	---	
Health & Physical Education	40	33	31	21	19	
Middle Grades Education	85	73	54	60	81	
Pre-Education	731	840	940	1,054	852	
Science Education	21	24	16	---	---	
<i>Biology, Chemistry, Earth Science, Geography</i>						
Social Science Education	1	---	---	---	---	
Spanish Education	4	4	3	3	---	
Special Education	54	54	51	58	67	
Teaching Field-Biology	0	0	0	9	5	
Teaching Field-Business Education	23	17	14	13	12	
Teaching Field-Chemistry	0	0	0	2	1	
Teaching Field-English	49	35	20	16	22	
Teaching Field-Family & Consumer Science	8	8	7	5	5	
Teaching Field-French	0	0	0	0	1	
Teaching Field-Geography	0	0	0	3	1	
Teaching Field-History	30	30	23	23	26	
Teaching Field-Mathematics Education	24	31	28	22	16	
Teaching Field-Political Science	7	8	5	2	3	
Teaching Field-Spanish	0	0	0	2	4	
Teaching Field-Technology Education	11	17	18	16	14	
<i>Certificate & Non-Degree Undergraduate in:</i>	1	1	1	1	0	
<i>Art Ed, Bus. Ed, Early Childhood Ed, Sci. Ed, Mathematics, Middle Grades, Special Ed, Technology Ed</i>						
<i>MAT in:</i>					19	
Art Education	---	---	---	---	1	
Business Education	---	---	---	---	3	
Mathematics Education	---	---	---	---	1	
Middle Grades Education	---	---	---	---	3	
Social Science Education	---	---	---	---	1	
Spanish	---	---	---	---	2	
Special Education	---	---	---	---	8	
<i>MED in:</i>	403	453	441	422	424	
Art Education	0	2	4	5	5	
Business Education	24	19	5	6	5	
Counselor Education	74	92	100	105	104	
Early Childhood Education	43	26	18	18	22	
Educational Leadership	44	55	58	48	44	
English Education	17	11	14	12	7	

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 37)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 36)

Fall Term	2002	2003	2004	2005	2006
MED in continued:					
French Education	1	2	1	1	0
Health & Physical Education	3	1	0	3	2
Higher Education Administration/Student Services	17	20	21	20	23
Instructional Technology	31	35	37	47	71
Mathematics Education	7	10	10	7	6
Middle Grades Education	42	47	32	31	25
Music Education	1	0	0	0	0
Reading Education/Reading Specialist	22	33	31	35	42
School Psychology	22	41	40	32	31
Science Education	12	15	9	5	6
Social Science Education	4	4	10	14	9
Spanish Education	4	7	10	3	---
Special Education	27	26	36	25	19
Technology Education	8	7	5	5	3
EDS in:	203	245	200	196	195
Art Education	2	0	---	---	---
Counselor Education	36	34	25	20	27
Early Childhood Education	3	15	4	2	---
Educational Leadership	59	64	56	46	38
English Education	4	8	5	2	---
Health & Physical Education	2	2	---	---	---
Instructional Technology	15	19	8	3	---
Mathematics Education	1	3	1	---	---
Middle Grades Education	22	28	6	1	1
Music Education	2	3	1	---	---
Reading Education/Reading Specialist	7	13	4	1	---
School Psychology	19	22	26	24	35
Science Education	4	5	2	---	---
Social Science Education	4	2	1	---	---
Special Education	23	27	6	---	---
Teaching and Learning	---	0	55	97	94
EDD in:	193	262	346	447	476
Curriculum Studies	106	151	182	220	237
Education Administration	87	111	164	227	239
Certificate & Non-Degree Graduate:	257	278	212	153	136

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 38)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 37)

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Health & Human Sciences	2,273	2,322	2,417	2,549	2,585	15.7%
Total Undergraduate	2,116	2,168	2,248	2,386	2,461	17.0%
Total Graduate	157	154	169	163	124	6.4%
BS in:	1,033	1,045	1,086	1,100	1,118	
Child/Family Development	198	175	132	127	105	
Fashion Merchandizing & Apparel Design	115	131	151	149	169	
Hotel/Restaurant Management	91	104	132	143	156	
Interior Design	166	106	59	27	49	
Nutrition	74	63	64	79	94	
<i>Food Science, Dietetics, Hospitality</i>						
Recreation	115	117	90	78	79	
<i>Community Leisure Services, Natural/Cultural Resource Mgmt, Recreation Administration, Resort & Commercial Recreation, Travel & Tourism Mgmt, Commercial Recreation, Pre-Recreation Therapeutic Recreation</i>						
Sport Management	274	239	116	97	94	
Pre-Programs	---	110	342	400	372	
<i>Child/Family Development, Interior Design, Rec/Community Services Rec/Natrl/Cultrl Res Mgt, Therapeutic Rec, Tourism, Sport Management</i>						
BSHS in:	85	86	89	78	87	
Community Health	60	66	67	55	63	
Health Behavior	18	9	4	0	0	
Pre Community Health, Health Behavior, & Health Promotion	7	11	18	23	24	
BSK in:	386	372	383	410	428	
Pre-Exercise Science	---	69	138	132	170	
Exercise Science	250	165	119	127	125	
Pre-Sport Medicine	110	113	93	121	101	
Sports Medicine, Sports Medicine/Athletic Training	26	25	33	30	32	
BSMT in Medical Technology	12	14	8	8	6	
BSN in:	600	651	682	789	822	
Nursing	69	216	207	206	286	
Pre-Nursing	531	435	475	583	536	
Non-Degree Undergraduate	0	0	0	1	0	
MHSA in Health Services Administration	9	12	12	15	***	
MPH in Public Health	24	25	25	28	***	
MS in:	80	68	86	85	75	
Kinesiology	45	39	49	45	38	
Recreation Administration	4	3	5	5	13	
Sport Management	31	26	32	35	24	
MSN in:	43	45	43	32	46	
Family Nurse Practitioner	3	6	6	3	25	
Nursing	39	38	36	29	21	
Rural Community Health Nursing Specialist	1	1	1	0	0	
Non-Degree Graduate	1	4	3	3	3	

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 39)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 38)

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Information Technology	---	529	532	499	484	2.9%
Total Undergraduate	---	529	532	499	484	3.3%
<i>BS in:</i>		529	532	499	484	
Pre-Computer Science	---	122	118	98	120	
Computer Science	---	75	73	55	43	
IT/Knowledge Mgmt & IT Integration	---	1	1	4	11	
IT/Systems Devel & Support	---	1	0	0	---	
IT/Telecomm & Network Admin	---	10	17	27	46	
IT/Web & Multimedia Found	---	5	8	11	16	
Pre-Information Technology	---	147	171	212	206	
Information Technology	---	168	141	83	35	
Information Technology/WEBSIT	---	---	---	4	5	
Non-Degree Undergraduate	---	0	3	5	2	

Notes: The College of Information Technology was new as of Fall 2003. Dashes indicate that a particular degree/major combination was not offered in the indicated semester.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 40)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 39)

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Liberal Arts & Social Sciences	2,570	2,712	2,873	2,915	3,283	20.0%
Total Undergraduate	2,409	2,550	2,700	2,720	3,097	21.4%
Total Graduate	161	162	173	195	186	9.6%
BA in:	961	1,064	1,245	1,350	1,551	
Anthropology	33	46	36	33	46	
Art	56	58	87	106	134	
Communication Arts	60	47	44	50	56	
Economics/International Economics	***	0	8	8	5	
English	86	112	115	130	143	
French	11	7	3	2	2	
German	0	4	4	7	7	
History	119	142	153	155	208	
Music	27	13	17	23	24	
Philosophy	17	25	27	31	40	
Political Science/Pre-Law	31	37	47	55	79	
Political Science	65	72	85	89	101	
Pre-Communication Arts	280	264	312	281	337	
Psychology	88	113	175	198	163	
Sociology	56	68	44	46	41	
Spanish	16	28	25	27	39	
Theatre	16	28	21	27	26	
Writing and Linguistics	---	---	42	82	100	
BFA in Art	171	180	184	153	132	
BGS in General Studies	***	***	***	***	201	
BM in:	88	119	120	105	118	
Composition	6	12	12	8	8	
Music Ed/Choral Sequence	19	30	26	23	26	
Music Ed/Instrumental Sequence	45	55	62	56	60	
Performance	18	22	20	18	24	
<i>Performance, Elective Studies, Jazz</i>						
BS in:	855	828	802	779	775	
Broadcasting	105	104	115	120	105	
Communication Studies	---	---	---	---	5	
Journalism	49	49	46	45	53	
Political Science/Pre-Law	45	35	25	5	2	
Political Science	83	79	81	81	75	
Pre-Communication Arts	2	0	0	0	---	
Psychology	340	329	299	299	308	
Public Relations	158	165	158	174	167	
Sociology	47	43	56	36	51	
<i>Applied, Social Services, Social Work</i>						
Speech Communication	26	24	22	19	9	
BSJS in Justice Studies	334	359	349	333	320	

Notes: Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 41)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 40)

Fall Term	2002	2003	2004	2005	2006
MA in:	51	49	52	79	73
English	22	23	23	23	20
History	19	13	15	19	19
Political Science	5	3	---	---	---
Social Science	---	---	---	28	23
Sociology	5	10	14	---	2
Spanish	---	---	---	9	9
MFA in Art	13	18	15	13	11
MM in Music	10	14	12	15	15
MPA in Public Administration	47	49	63	59	51
MS in Psychology	28	26	27	25	31
Non-Degree Graduate	12	6	4	4	5

Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 42)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 41)

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Public Health					42	0.3%
Total Graduate	***	***	***	***	42	2.2%
MHSA in Health Services Administration	***	***	***	***	13	
MPH in Public Health	***	***	***	***	27	
Non-Degree Graduate	***	***	***	***	2	

Notes: The Jiann-Ping Hsu College of Public Health was new as of Spring 2007. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 43)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 42)

Fall Term	2002	2003	2004	2005	2006	Fall 2006 % of Total
College of Science & Technology	2,442	2,353	2,507	2,584	2,597	15.8%
Total Undergraduate	2,357	2,273	2,424	2,503	2,520	17.4%
Total Graduate	85	80	83	81	77	4.0%
BA in:	57	64	157	243	264	
Biology	25	31	93	160	180	
Chemistry	8	12	25	36	27	
Geography	0	0	15	27	29	
Geology	13	13	17	13	19	
Physics	11	8	7	7	9	
BAS in Technology	6	5	---	---	---	
BS in:	302	73	66	169	80	
Chemistry	15	10	4	117	---	
<i>Chemistry, Pre-Dentistry, Pre-Medicine, Pre-Pharmacy</i>						
Computer Science	80	***	***	***	***	
Geography	17	22	18	14	7	
Geology	21	17	18	14	21	
Mathematics	15	22	23	20	50	
Physics	18	---	---	---	---	
<i>Physics, Pre-Dentistry, Pre-Medicine, Pre-Engineering Dual</i>						
Pre-Computer Science	135	***	***	***	***	
Pre-Forestry	1	2	3	4	2	
BSB in Biology	562	597	612	541	441	
BSCHEM in:	154	224	239	144	272	
Chemistry	74	129	159	87	81	
Chemistry/Pre-Dentistry	7	8	5	12	28	
Chemistry/Pre-Medicine	0	6	1	30	71	
Chemistry/Pre-Pharmacy	73	81	74	15	92	
BSCET in Civil Engineering Technology	76	89	85	114	116	
BSCONS in Construction Management	245	290	315	389	432	
BSGCM in Graphic Communications Management	---	---	---	---	31	
BSEET in Electrical Engineering Technology	104	106	105	92	109	
BSIET in Industrial Engineering Technology	6	2	2	---	---	
BSMANU in:	66	58	58	44	44	
Industrial Management	66	58	58	44	44	
BSMAT in:	18	16	13	14	11	
Mathematics, Math/Computer Science	18	---	---	---	---	
Mathematics	---	16	13	14	11	
BSMET in Mechanical Engineering Technology	114	140	119	135	142	
BSP in:	9	28	33	37	35	
Phy/Pre-Dent	---	---	---	2	4	
Phy/Pre-Med	---	---	---	2	3	
Physics	9	28	33	33	28	

Notes: Dashes indicate that a particular degree/major combination was not offered in the indicated semester. Asterisks indicate that a particular degree/major combination is still offered, but by a different College.

Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

(continued on Page 44)

Enrollment by College, Degree, and Major - Fall Terms

(continued from Page 43)

Fall Term	2002	2003	2004	2005	2006
BSPMGT in Printing Management	70	63	46	37	---
GTREP/Civil Engineering	38	47	46	55	37
GTREP/Computer Engineering	59	52	44	42	28
GTREP/Electrical Engineering	10	30	29	32	30
GTREP/Mechanical Engineering	0	12	53	69	66
Regents Engineering Transfer Program	106	88	75	74	101
Technology Options Program	307	240	271	222	219
Two Plus Engineering Transfer	11	1	0	1	1
Non-Degree Undergraduate	37	48	56	49	61
MS in Biology	42	38	46	43	42
MS in Mathematics	12	17	16	17	15
MT in Technology	26	20	15	16	18
Non-Degree Graduate	5	5	6	5	2

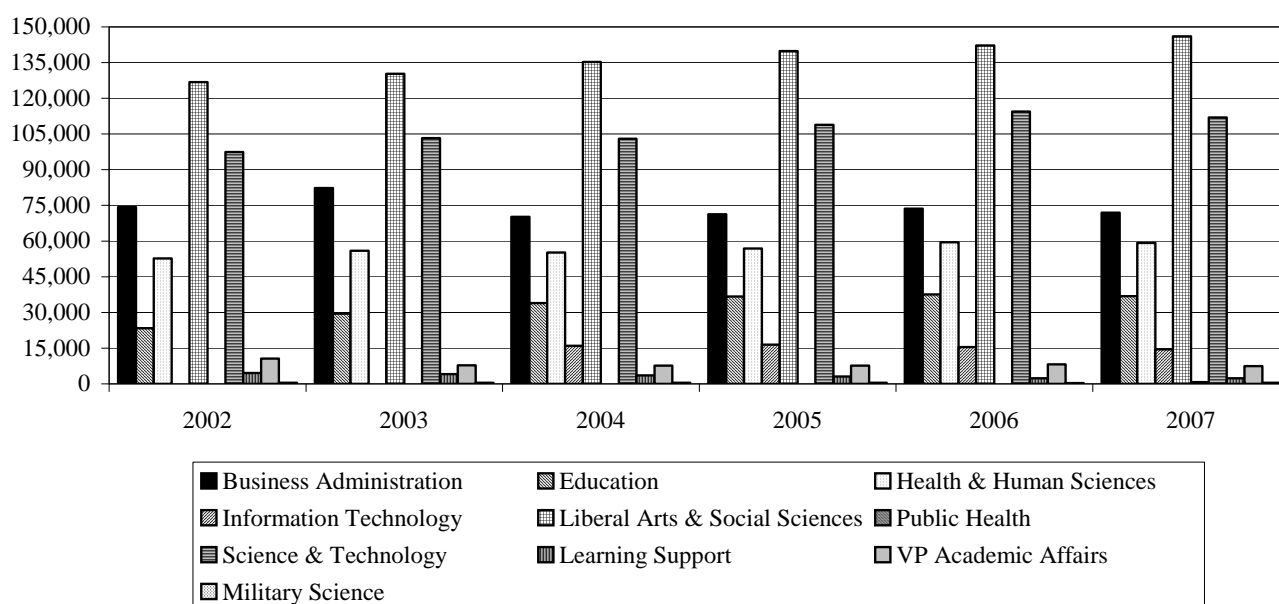
Notes: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS) and Data Warehouse Enrollment tables (YSR).

Credit Hours Production

Credit Hours Produced by College and Fiscal Year

College	2002	2003	2004	2005	2006	2007
Business Administration	74,246	82,340	70,218	71,227	73,670	71,962
Education	23,471	29,474	33,991	36,654	37,539	36,770
Health & Professional Studies	52,713	55,876	55,159	56,905	59,489	59,251
Information Technology ^a			16,048	16,445	15,528	14,561
Liberal Arts & Social Sciences	126,830	130,276	135,254	139,796	142,238	146,002
Public Health ^b						723
Science & Technology	97,500	103,285	102,984	108,852	114,369	111,947
Learning Support ^c	4,551	4,091	3,608	3,038	2,359	2,319
VP Academic Affairs ^d	10,707	7,784	7,704	7,673	8,153	7,474
Military Science ^e	516	534	520	473	352	476
Total	390,534	413,660	425,486	441,063	453,697	451,485

Credit Hours Produced by College and Fiscal Year



Notes: Because of different computing systems and calculation methods it is possible for these numbers to differ from the Regents Fiscal Year Curriculum Inventory Reports. In all such cases the difference is less than 0.07 percent.

Source: Curriculum Inventory Reporting System Files (CIR).

^a The College of Information Technology was new as of Fall 2003.

^b The College of Public Health was new as of Fall 2006.

^c Learning Support Courses, English as a second language classes, and Regents Remediation classes.

^d Bell Honors, Interdisciplinary Studies, International Studies, and Freshman Orientation.

^e Military Science Hours are shown separately because the major portion of their cost is paid from non-appropriated funds.

Credit Hours Produced by Level, Fall Terms

	2001	2002	2003	2004	2005	2006
Lower Division	125,061	126,366	128,294	131,425	135,958	133,041
Upper Division	45,674	53,295	56,557	59,371	61,944	61,570
Undergraduate Level	170,735	179,661	184,851	190,796	197,902	194,611
Graduate Level	8,558	9,858	11,616	12,338	12,015	11,883
Total	179,293	189,519	196,467	203,134	209,917	206,494

Note : Military Science credit hours are not included.

Credit Hours Produced by College and Level, Fall 2006

College	Lower	Upper	Total U/G	Graduate	Total
Business Administration	13,065	16,153	29,218	1,773	30,991
Education	2,022	5,897	7,919	6,666	14,585
Health & Human Sciences	13,928	11,570	25,498	944	26,442
Information Technology	4,566	2,218	6,784	186	6,970
Liberal Arts & Social Sciences	49,101	16,028	65,129	1,512	66,641
Public Health	0	1	1	338	339
Science & Technology	45,768	9,308	55,076	464	55,540
Learning Support ^a	1,166	0	1,166	0	1,166
VP Academic Affairs ^b	3,425	395	3,820	0	3,820
Military Science	104	102	206	0	206
Total	133,145	61,672	194,817	11,883	206,700

Note : Military Science credit hours are included.

Average Class Size by College and Course Level, Fall 2006

College	Lower	Upper	Graduate
Business Administration	49	33	14
Education	38	22	15
Health & Human Sciences	77	27	9
Information Technology	36	18	6
Liberal Arts & Social Sciences	39	18	7
Public Health	--	1	7
Science & Technology	47	23	4
Learning Support ^a	10	--	--
VP Academic Affairs ^b	20	4	--
Military Science	8	8	--
Average by Level	40	23	11

University Wide Average	30
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Ratio of FTE Students to FTE Faculty, Fall Terms

2001	2002	2003	2004	2005	2006
18:1	19:1	19:1	20:1	20:1	20:1

Source: Curriculum Inventory Reporting System Files (CIR).

^a Learning Support Courses, English as a second language classes, and Regents Remediation classes (lower division only).

^b Bell Honors, Interdisciplinary Studies, and Freshman Orientation (undergraduate level only).

Retention and Graduation Rates

Fall Term, First Time, Full Time Freshman

The tables below use the Integrated Postsecondary Education Data System (IPEDS) Enrollment Cohort of First-time Freshmen defined as fall term, first-time, full-time, degree-seeking undergraduates. The cohort includes students enrolled in the fall term who attended first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). Students who graduated from high school within the same calendar year of the fall term are included even if they attended college before.

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Entering Cohort	3,177	3,130	2,579	2,867	3,262	2,853	2,628	2,593	2,735	2,983	3,125
1 st Year Retention	69%	72%	72%	70%	74%	75%	77%	76%	79%	78%	76%
2 nd Year Retention	53%	53%	53%	54%	57%	61%	63%	63%	66%	61%	
3 rd Year Retention	47%	46%	44%	47%	51%	54%	56%	55%	58%		
4 th Year Retention	31%	30%	31%	33%	37%	37%	36%	35%			
Graduated <= 4 Years	12%	12%	12%	11%	12%	13%	16%				
Graduated <= 5 Years	32%	30%	30%	31%	34%	34%	38%				
Graduated <= 6 Years	38%	36%	37%	38%	41%	43%					

1st Year Retention by Race and Gender

Fall 2005 Cohort Returning Fall 2006

	Black			Other			White			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Entering Cohort	315	303	618	82	113	195	1,077	1,235	2,312	1,474	1,651	3,125
1 st Year Retention	83%	78%	81%	77%	73%	75%	79%	73%	76%	79%	74%	76%

Graduation Rate by Race and Gender

Fall 2000 Cohort

	Black			Other			White			Total		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Entering Cohort	438	299	737	64	68	132	974	1,010	1,984	1,476	1,377	2,853
Graduated <= 4 Years	16%	5%	12%	11%	7%	9%	20%	8%	14%	18%	7%	13%
Graduated <= 5 Years	43%	26%	36%	34%	16%	25%	40%	29%	35%	41%	28%	34%
Graduated <= 6 Years	51%	36%	45%	39%	24%	31%	46%	39%	42%	47%	37%	43%

Source: Integrated Post-Secondary Education Data System (IPEDS) Enrollment Reports and the Student Information Reporting System (SIRS).

Enrollment Comparisons, University System of Georgia

Enrollment, Full-time Equivalent (FTE), and Full Time Status

Institution	Enrollment - Fall Semester			FTE - Fall Semester			% Full Time Enrollment Fall 2006
	2006	2005	% diff.	2006	2005	% diff.	
Georgia Institute of Technology	17,936	17,135	4.7	17,027	16,299	4.5	89.8
Georgia State University	26,135	25,967	0.6	22,748	22,635	0.5	68.4
Medical College of Georgia	2,696	2,585	4.3	2,642	2,522	4.8	94.8
University of Georgia	33,959	33,660	0.9	31,987	31,492	1.6	86.5
Research Universities Total	80,726	79,347	1.7	74,404	72,948	2.0	81.6
Georgia Southern University	16,425	16,646	-1.3	14,962	15,183	-1.5	82.4
Valdosta State University	10,888	10,503	3.7	9,842	9,431	4.4	77.5
Regional Universities Total	27,313	27,149	0.6	24,804	24,614	0.8	80.4
Albany State University	3,927	3,649	7.6	3,594	3,302	8.8	79.4
Armstrong Atlantic State University	6,728	6,710	0.3	5,565	5,502	1.1	59.7
Augusta State University	6,573	6,333	3.8	5,571	5,361	3.9	62.9
Clayton State University	6,081	6,212	-2.1	4,919	4,967	-1.0	55.4
Columbus State University	7,597	7,475	1.6	6,394	6,240	2.5	64.7
Fort Valley State University	2,176	2,174	0.1	2,043	2,000	2.2	86.2
Georgia College & State University	6,040	5,662	6.7	5,591	5,202	7.5	82.4
Georgia Southwestern State University	2,457	2,427	1.2	2,161	2,123	1.8	72.1
Kennesaw State University	19,854	18,556	7.0	17,183	15,931	7.9	66.0
North Georgia College & State University	4,922	4,765	3.3	4,414	4,222	4.5	74.2
Savannah State University	3,241	3,091	4.9	3,065	2,853	7.4	86.2
Southern Polytechnic State University	4,207	3,807	10.5	3,523	3,184	10.6	61.4
University of West Georgia	10,163	10,154	0.1	8,941	8,907	0.4	72.4
State Universities Total	83,966	81,015	3.6	72,964	69,794	4.5	68.7
Abraham Baldwin Agricultural College	3,574	3,423	4.4	3,114	2,929	6.3	69.2
Dalton State College	4,349	4,267	1.9	3,208	3,122	2.8	46.7
Gainesville State College	6,719	5,985	12.3	5,593	4,892	14.3	61.5
Georgia Gwinnett College	118	0	0.0	76	0	0.0	32.2
Gordon College	3,596	3,500	2.7	3,091	3,014	2.6	65.8
Macon State College	6,244	6,150	1.5	4,744	4,624	2.6	46.1
Middle Georgia College	3,051	2,677	14.0	2,576	2,274	13.3	67.2
State Colleges Total	27,651	26,002	6.3	22,402	20,855	7.4	57.7
Atlanta Metropolitan College	1,683	1,748	-3.7	1,299	1,351	-3.8	49.2
Bainbridge College	2,783	2,475	12.4	2,085	1,825	14.2	38.0
Coastal Georgia Community College	3,054	3,063	-0.3	2,175	2,144	1.4	33.6
Darton College	4,679	4,578	2.2	3,357	3,408	-1.5	43.4
East Georgia College	1,719	1,511	13.8	1,524	1,338	13.9	73.2
Georgia Highlands College	3,933	3,817	3.0	3,214	3,072	4.6	55.3
Georgia Perimeter College	19,955	20,461	-2.5	14,964	15,327	-2.4	44.5
South Georgia College	1,465	1,504	-2.6	1,291	1,319	-2.1	68.6
Waycross College	1,018	882	15.4	714	622	14.8	40.7
Two-Year Colleges Total	40,289	40,039	0.6	30,623	30,406	0.7	46.4
University System Totals	259,945	253,552	2.5	225,197	218,617	3.0	69.3

Source: USG Semester Enrollment Report - Fall 2006 – Enrollment, FTE, and Full Time Status (page 1)

Enrollment by Class Level, Fall 2006

Institution	2002	2003	2004	2005	2006	2007	% of System
							Total (FY2007)
Georgia Institute of Technology	501,485.0	525,018.0	531,844.0	536,613.0	543,876.6	575,046.0	8.4%
Georgia State University	637,016.5	704,534.0	709,994.5	692,780.0	691,848.5	713,366.0	10.4%
Medical College of Georgia	116,055.0	120,559.0	128,615.0	136,851.0	146,493.0	153,183.0	2.2%
University of Georgia	887,144.8	916,043.7	952,921.9	940,919.8	943,424.8	959,689.4	14.0%
Research Universities Total	2,141,701.3	2,266,154.8	2,323,375.5	2,307,163.8	2,325,642.9	2,401,284.4	35.0%
Georgia Southern University	389,946.0	412,820.0	424,966.0	440,590.0	453,315.0	450,985.0	6.6%
Valdosta State University	241,771.0	255,478.0	271,372.0	275,231.0	275,230.0	286,786.0	4.2%
Regional Universities Total	631,717.0	668,298.0	696,338.0	715,821.0	728,545.0	737,771.0	10.8%
Albany State University	94,925.0	100,534.0	99,254.0	100,096.0	99,266.0	108,864.0	1.6%
Armstrong Atlantic State University	133,927.0	143,016.0	160,352.0	163,379.0	160,099.0	161,736.1	2.4%
Augusta State University	130,066.0	140,391.0	149,191.0	154,577.0	153,754.0	158,919.0	2.3%
Clayton State University	108,689.0	125,338.0	137,943.0	143,742.0	147,587.0	146,959.0	2.1%
Columbus State University	134,070.0	154,987.0	172,257.0	179,749.0	185,471.0	190,336.0	2.8%
Fort Valley State University	72,052.0	69,911.0	72,450.0	71,188.0	63,726.0	65,669.0	1.0%
Georgia College & State University	132,414.0	145,179.0	148,392.0	145,099.0	150,951.0	164,661.0	2.4%
Georgia Southwestern State University	64,324.0	62,265.0	61,909.0	61,503.0	63,855.0	64,942.0	0.9%
Kennesaw State University	331,906.0	380,927.0	426,165.0	440,481.0	464,355.0	502,963.0	7.3%
North Georgia College & State University	103,877.0	112,577.0	122,951.0	124,360.0	129,016.0	132,584.0	1.9%
Savannah State University	62,602.0	68,466.0	78,789.0	75,827.0	84,092.0	93,728.0	1.4%
Southern Polytechnic State University	85,652.0	89,538.0	92,382.0	93,379.0	96,500.0	107,049.0	1.6%
University of West Georgia	223,789.0	239,041.0	254,393.0	256,141.0	251,535.0	255,664.0	3.7%
State Universities Total	1,678,293.0	1,832,170.0	1,976,428.0	2,009,521.0	2,050,207.0	2,154,074.1	31.4%
Abraham Baldwin Agric. College ^a						85,367.0	1.2%
Dalton State College	73,700.0	81,887.0	84,271.0	84,070.0	88,252.0	90,798.0	1.3%
Gainesville College ^a					136,240.0	154,631.0	
Georgia Gwinnett College ^b						2,037.0	
Gordon College ^a						86,625.0	1.3%
Macon State College	98,332.0	110,359.0	120,224.0	126,457.0	141,602.0	144,925.0	2.1%
Middle Georgia College ^a						76,699.0	1.1%
State Colleges Total	172,032.0	192,246.0	204,495.0	210,527.0	366,094.0	641,082.0	9.3%
Abraham Baldwin Agric. College ^a	68,659.0	73,934.0	79,106.0	81,413.0	82,882.0		0.0%
Atlanta Metropolitan College	46,296.0	48,805.0	45,494.0	45,206.0	43,955.0	42,442.0	0.6%
Bainbridge College	34,871.0	44,513.0	50,298.0	61,313.0	58,560.0	63,374.0	0.9%
Coastal Georgia Community College	42,177.0	49,111.5	56,993.0	60,896.0	63,141.0	62,900.5	0.9%
Darton College	73,515.5	82,730.5	93,533.0	99,534.0	108,791.5	103,565.5	1.5%
East Georgia College	29,524.0	32,396.0	30,907.0	31,520.0	36,692.0	41,634.0	0.6%
Gainesville College ^a	55,601.0	66,626.0	74,249.0	133,295.0			0.0%
Georgia Highlands College	82,476.0	93,918.0	122,634.0	79,672.0	87,028.0	87,615.0	1.3%
Georgia Perimeter College	353,495.0	424,518.0	455,404.0	470,446.0	470,777.0	468,082.0	6.8%
Gordon College ^a	77,005.0	78,079.0	82,591.0	83,364.0	84,665.0		0.0%
Middle Georgia College ^a	55,054.0	55,655.0	63,765.0	67,538.0	69,707.0		0.0%
South Georgia College	29,528.0	32,555.0	32,816.0	35,032.0	37,771.0	38,335.0	0.6%
Waycross College	17,557.0	18,647.0	20,226.0	18,459.0	17,098.0	19,786.0	0.3%
Two-Year Colleges Total	965,758.5	1,101,488.0	1,208,016.0	1,267,688.0	1,161,067.5	927,734.0	13.5%
University System Totals	5,589,502	6,060,357	6,408,653	6,510,721	6,631,556	6,861,946	
Lower Division	3,448,657.5	3,726,690.5	3,950,238.0	4,027,416.0	4,078,718.3	4,203,496.6	
Upper Division	1,377,773.0	1,476,614.0	1,545,983.0	1,591,708.5	1,646,911.0	1,709,021.0	
Graduate/Professional	763,071.3	857,052.2	912,431.4	891,596.3	905,927.1	949,427.0	

Note: Military Science hours are not included since the major portion of their cost is paid from non-appropriated funds.

^a These Institutions switched between the categories of Two-year College and State College in fiscal years 2006 and 2007.

^b Georgia Gwinnett College was new in fiscal year 2007

Source: USG Fiscal Year Semester Credit Hours Summaries

Credit Hours Produced Annually, Fiscal Year

Institution	2002	2003	2004	2005	2006	2007	% of System
							Total (FY2007)
Georgia Institute of Technology	501,485.0	525,018.0	531,844.0	536,613.0	543,876.6	575,046.0	8.4%
Georgia State University	637,016.5	704,534.0	709,994.5	692,780.0	691,848.5	713,366.0	10.4%
Medical College of Georgia	116,055.0	120,559.0	128,615.0	136,851.0	146,493.0	153,183.0	2.2%
University of Georgia	887,144.8	916,043.7	952,921.9	940,919.8	943,424.8	959,689.4	14.0%
Research Universities Total	2,141,701.3	2,266,154.8	2,323,375.5	2,307,163.8	2,325,642.9	2,401,284.4	35.0%
Georgia Southern University	389,946.0	412,820.0	424,966.0	440,590.0	453,315.0	450,985.0	6.6%
Valdosta State University	241,771.0	255,478.0	271,372.0	275,231.0	275,230.0	286,786.0	4.2%
Regional Universities Total	631,717.0	668,298.0	696,338.0	715,821.0	728,545.0	737,771.0	10.8%
Albany State University	94,925.0	100,534.0	99,254.0	100,096.0	99,266.0	108,864.0	1.6%
Armstrong Atlantic State University	133,927.0	143,016.0	160,352.0	163,379.0	160,099.0	161,736.1	2.4%
Augusta State University	130,066.0	140,391.0	149,191.0	154,577.0	153,754.0	158,919.0	2.3%
Clayton State University	108,689.0	125,338.0	137,943.0	143,742.0	147,587.0	146,959.0	2.1%
Columbus State University	134,070.0	154,987.0	172,257.0	179,749.0	185,471.0	190,336.0	2.8%
Fort Valley State University	72,052.0	69,911.0	72,450.0	71,188.0	63,726.0	65,669.0	1.0%
Georgia College & State University	132,414.0	145,179.0	148,392.0	145,099.0	150,951.0	164,661.0	2.4%
Georgia Southwestern State University	64,324.0	62,265.0	61,909.0	61,503.0	63,855.0	64,942.0	0.9%
Kennesaw State University	331,906.0	380,927.0	426,165.0	440,481.0	464,355.0	502,963.0	7.3%
North Georgia College & State University	103,877.0	112,577.0	122,951.0	124,360.0	129,016.0	132,584.0	1.9%
Savannah State University	62,602.0	68,466.0	78,789.0	75,827.0	84,092.0	93,728.0	1.4%
Southern Polytechnic State University	85,652.0	89,538.0	92,382.0	93,379.0	96,500.0	107,049.0	1.6%
University of West Georgia	223,789.0	239,041.0	254,393.0	256,141.0	251,535.0	255,664.0	3.7%
State Universities Total	1,678,293.0	1,832,170.0	1,976,428.0	2,009,521.0	2,050,207.0	2,154,074.1	31.4%
Abraham Baldwin Agric. College ^a						85,367.0	1.2%
Dalton State College	73,700.0	81,887.0	84,271.0	84,070.0	88,252.0	90,798.0	1.3%
Gainesville College ^a					136,240.0	154,631.0	
Georgia Gwinnett College ^b						2,037.0	
Gordon College ^a						86,625.0	1.3%
Macon State College	98,332.0	110,359.0	120,224.0	126,457.0	141,602.0	144,925.0	2.1%
Middle Georgia College ^a						76,699.0	1.1%
State Colleges Total	172,032.0	192,246.0	204,495.0	210,527.0	366,094.0	641,082.0	9.3%
Abraham Baldwin Agric. College ^a	68,659.0	73,934.0	79,106.0	81,413.0	82,882.0		0.0%
Atlanta Metropolitan College	46,296.0	48,805.0	45,494.0	45,206.0	43,955.0	42,442.0	0.6%
Bainbridge College	34,871.0	44,513.0	50,298.0	61,313.0	58,560.0	63,374.0	0.9%
Coastal Georgia Community College	42,177.0	49,111.5	56,993.0	60,896.0	63,141.0	62,900.5	0.9%
Darton College	73,515.5	82,730.5	93,533.0	99,534.0	108,791.5	103,565.5	1.5%
East Georgia College	29,524.0	32,396.0	30,907.0	31,520.0	36,692.0	41,634.0	0.6%
Gainesville College ^a	55,601.0	66,626.0	74,249.0	133,295.0			0.0%
Georgia Highlands College	82,476.0	93,918.0	122,634.0	79,672.0	87,028.0	87,615.0	1.3%
Georgia Perimeter College	353,495.0	424,518.0	455,404.0	470,446.0	470,777.0	468,082.0	6.8%
Gordon College ^a	77,005.0	78,079.0	82,591.0	83,364.0	84,665.0		0.0%
Middle Georgia College ^a	55,054.0	55,655.0	63,765.0	67,538.0	69,707.0		0.0%
South Georgia College	29,528.0	32,555.0	32,816.0	35,032.0	37,771.0	38,335.0	0.6%
Waycross College	17,557.0	18,647.0	20,226.0	18,459.0	17,098.0	19,786.0	0.3%
Two-Year Colleges Total	965,758.5	1,101,488.0	1,208,016.0	1,267,688.0	1,161,067.5	927,734.0	13.5%
University System Totals	5,589,502	6,060,357	6,408,653	6,510,721	6,631,556	6,861,946	
Lower Division	3,448,657.5	3,726,690.5	3,950,238.0	4,027,416.0	4,078,718.3	4,203,496.6	
Upper Division	1,377,773.0	1,476,614.0	1,545,983.0	1,591,708.5	1,646,911.0	1,709,021.0	
Graduate/Professional	763,071.3	857,052.2	912,431.4	891,596.3	905,927.1	949,427.0	

^a These Institutions switched between the categories of Two-year College and State College in fiscal years 2006 and 2007.

^b Georgia Gwinnett College was new in fiscal year 2007

Source: USG Fiscal Year Semester Credit Hours Summaries

Georgia Southern University Accreditations

Georgia Southern University	Southern Association of Colleges and Schools
Athletics Program	National Collegiate Athletic Association
Career Services	Accreditation Council for Cooperative Education
Child Development Center	National Association for the Education of Young Children
Counseling Center	International Association of Counseling Services
Museum	American Association of Museums
College of Business Administration	
Undergraduate & Graduate	Association to Advance Collegiate Schools of Business
Accounting	Association to Advance Collegiate Schools of Business
College of Education	
Undergraduate & Graduate	National Council for Accreditation of Teacher Education Georgia Professional Standards Commission
College of Health and Human Sciences	
Coaching Education	National Council for Accreditation of Coaching Education Level 3
Interior Design	Council for Interior Design Accreditation
Nursing (Undergraduate & Graduate)	Georgia Board of Nursing Commission on Collegiate Nursing Education
Nutrition/Food Science (Didactic Program in Dietetics)	Commission on Accreditation for Dietetics Education
Recreation (Community Leisure Services, Natural and Cultural Resources, Therapeutic Recreation, and Tourism and Commercial Recreation)	National Recreation & Park Association / American Association for Leisure & Recreation Council on Accreditation
Sport Management (Undergraduate & Graduate)	North American Society for Sport Management National Association for Sport & Physical Education
Sports Medicine (Athletic Training Education)	Commission on Accreditation of Athletic Training Education
College of Information Technology	
Computer Sciences	Computer Sciences Accreditation Commission of the Computing Sciences Accreditation Board
Information Technology	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
College of Liberal Arts and Social Sciences	
Art (Undergraduate & Graduate)	National Association of Schools of Art & Design
Music (Undergraduate & Graduate)	National Association of Schools of Music
Public Administration	National Association of Schools of Public Affairs and Administration
Allen E. Paulson College of Science and Technology	
Construction Management	American Council for Construction Education
Chemistry	American Chemical Society
Civil Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Electrical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Industrial Technology (Manufacturing, and Graphic Communications)	National Association of Industrial Technology
Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

Source: Office of the Provost and Vice President for Academic Affairs - May 9, 2007

Degrees and Majors Authorized by College

College of Business Administration

Bachelor of Arts
with Major in Economics
Bachelor of Business Administration
with Majors in :
Accounting
Economics
Finance
Information Systems
Logistics and Intermodal Transportation
Management
Marketing
Regional Economic Development
Master of Accounting
Master of Business Administration
Master of Science in Applied Economics

College of Education

Bachelor of Science in Education
with Majors in :
Early Childhood Education
Family and Consumer Sciences
Health & Physical Education
Middle Grades Education
Special Education
Technology Education
Master of Arts in Teaching
Master of Education
with Majors in :
Art Education
Counselor Education
Early Childhood Education
Educational Leadership
French Education
Health & Physical Education
Higher Education Administration
Instructional Technology
Middle Grades Education
Music Education
Reading Education
School Psychology
Secondary & P-12 Education
Special Education
Specialist in Education
with Majors in :
Counselor Education
Educational Leadership
School Psychology
Teaching & Learning
Doctor of Education
with Majors in :
Curriculum Studies
Education Administration

College of Health & Human Sciences

Bachelor of Science
with Majors in :
Child and Family Development
Fashion Merchandising & Apparel Design
Hotel and Restaurant Management
Interior Design
Nutrition and Food Science (Dietetics)
Recreation
Sport Management
Bachelor of Science in Health Science
with Majors in :
Community Health
Health Behavior
Bachelor of Science in Kinesiology
with Majors in :
Exercise Science
Sports Medicine
Bachelor of Science in Medical Technology
Bachelor of Science in Nursing
Master of Science
with Majors in :
Kinesiology
Recreation Administration
Sport Management
Master of Science in Nursing

College of Public Health

Master of Health Services Administration
Master of Public Health
Doctor of Public Health

College of Information Technology

Bachelor of Science
with Majors in :
Computer Science
Information Technology

College of Liberal Arts & Social Sciences

Bachelor of Arts
with Majors in :
Anthropology
Art
Communication Arts
English
French
German
History
Music
Philosophy
Political Science
Psychology
Sociology

(Continued on page 53)

Degrees and Majors Authorized by College

(Continued from page 52)

Bachelor of Arts continued

Spanish
Theatre
Writing & Linguistics
Bachelor of Fine Arts
 with Major in Art
Bachelor of Music
Bachelor of Music
 with Majors in :
 Composition
 Music Education
 Performance
Bachelor of Science
 With Majors in:
 Broadcasting
 Communication Studies
 Journalism
 Political Science
 Psychology
 Public Relations
 Sociology
Bachelor of Science in Justice Studies
Master of Arts
 with Majors in :
 English
 History
 Political Science
 Social Science
 Spanish
Master of Fine Arts
Master of Music
Master of Public Administration
Master of Science
 with Major in Psychology
Doctor of Psychology

College of Science and Technology

Bachelor of Arts
 with Majors in :
 Biology
 Chemistry
 Geography
 Geology
 Physics
Bachelor of Science
 with Majors in :
 Geography
 Geology
 Mathematics
Bachelor of Science in Biology

Bachelor of Science in Civil Engineering Technology
Bachelor of Science in Chemistry
Bachelor of Science in Construction Management
Bachelor of Science in Electrical Engineering Technology
Bachelor of Science in Graphic Communications Mgmt
Bachelor of Science in Manufacturing
 with Major in Industrial Management
Bachelor of Science in Mathematics
Bachelor of Science in Mechanical Engineering Technology
Bachelor of Science in Physics
Master of Science
 with Majors in :
 Biology
 Mathematics
Master of Technology

Center for International Studies

Bachelor of Arts
 with Major in International Studies
Bachelor of Science
 with Major in International Trade

Interdisciplinary

Bachelor of General Studies

Degrees Conferred by College & Fiscal Year

	2002	2003	2004	2005	2006	2007	2007 % of Total
College of Business Administration							
Master of Accounting	31	33	28	38	37	31	
Master of Business Administration	77	71	75	74	72	59	
WebMBA	0	4	15	2	13	6	
Bachelor of Business Administration	439	535	592	590	529	531	
College Total (COBA)	547	643	710	704	651	627	21.7%
College of Education							
Doctor in Education	43	23	23	22	27	63	
Education Specialist	43	51	70	84	66	75	
Master of Education	154	168	226	175	172	190	
Master of Arts in Teaching	---	---	---	---	---	1	
BS in Education	241	181	208	237	306	291	
College Total (COE)	481	423	527	518	571	620	21.5%
College of Health & Human Sciences							
Master of Health Services Administration	5	2	4	3	2	---	
Master of Public Health	1	6	6	9	9	---	
Master of Science	39	37	34	30	32	41	
Master of Science in Nursing	10	11	7	10	15	5	
BS in Health Science	28	34	37	54	37	26	
Bachelor of Science in Kinesiology	44	63	56	60	50	60	
BS in Medical Technology	2	0	4	1	0	0	
BS in Nursing	63	63	90	87	81	102	
Bachelor of Science	250	281	281	272	248	282	
College Total (CHHS)	442	497	519	526	474	516	17.9%
College of Information Technology							
Bachelor of Science	---	---	40	58	83	33	
Bachelor of Science in Information Technology	---	---	---	---	---	54	
College Total (CIT)			40	58	83	87	3.0%
College of Liberal Arts & Social Sciences							
Master of Arts	13	9	27	11	20	18	
Master of Fine Arts	4	1	6	3	3	3	
Masters in Music	6	4	4	3	4	7	
Master of Public Administration	20	23	22	19	23	17	
Master of Science	7	11	8	11	11	13	
Bachelor of Arts	89	100	131	136	142	182	
Bachelor of Fine Arts	31	37	34	42	39	40	
Bachelor of General Studies	---	---	---	---	---	61	
Bachelor of Music	13	11	7	20	9	19	
Bachelor of Science	185	218	206	241	174	225	
BS in Justice Studies	57	64	74	79	72	75	
College Total (CLASS)	425	478	519	565	497	660	22.9%
College of Public Health							
Master of Health Services Administration	---	---	---	---	---	10	
Master of Public Health	---	---	---	---	---	17	
College Total (JPHCPH)						27	0.9%
College of Science & Technology							
Master of Science	16	13	15	12	19	21	
Master of Technology	11	8	11	6	4	8	
Bachelor of Arts	7	6	7	15	15	14	

Notes: The College of Information Technology was new as of Fall 2003. The College of Public Health was new as of Spring 2006. Dashes indicate that a particular degree was not offered or was offered in another College.

Source: Student Information Reporting System (SIRS).

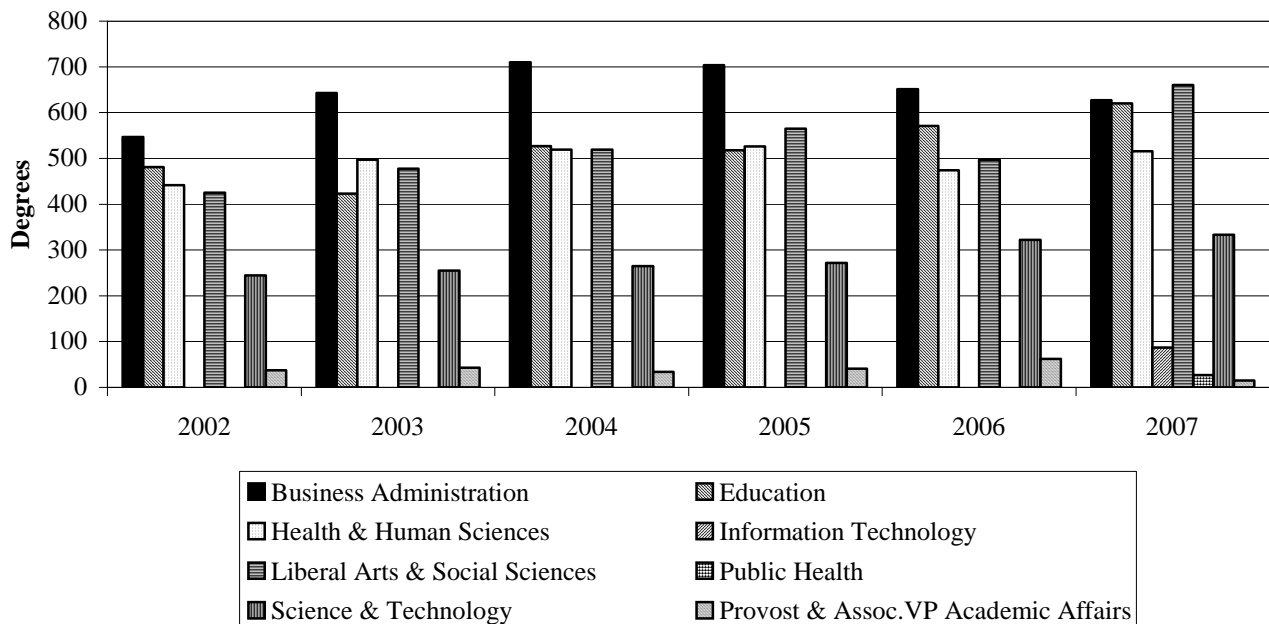
(continued on page 55)

Degrees Conferred by College & Fiscal Year

(continued from page 54)

	2002	2003	2004	2005	2006	2007	2007 % of Total
<i>COST continued</i>							
Bachelor of Applied Science	1	1	1	0	0	---	
Bachelor of Science	36	23	20	13	15	11	
BS in Biology	52	78	73	66	76	90	
BS in Civil Engineering Technology	10	10	8	17	15	15	
Bachelor of Science in Chemistry	23	10	23	19	28	17	
BS in Construction	37	37	35	51	61	82	
BS in Electrical Engineering Technology	10	20	12	19	26	25	
BS in Graphic Communications Mgmt	---	---	---	---	13	7	
BS in Industrial Engineering Technology	1	---	---	---	---	---	
Bachelor of Science in Mathematics	4	1	0	0	0	3	
Bachelor of Science in Physics	4	4	3	6	6	5	
BS in Printing Management	12	12	21	17	4	---	
BS in Manufacturing	9	18	21	14	14	16	
BS in Mechanical Engineering Technology	12	14	15	17	26	19	
College Total (COST)	245	255	265	272	322	333	11.5%
<i>Provost & Assoc.VP Academic Affairs</i>							
Bachelor of Arts	6	9	6	4	12	10	
Bachelor of General Studies	23	28	25	29	44	---	
Bachelor of Science	8	6	3	8	6	5	
College Total (P&AVPAA)	37	43	34	41	62	15	0.5%
Total Degrees	2,177	2,339	2,614	2,684	2,660	2,885	

Degrees Conferred by College and Fiscal Year



Note: Dashes indicate that a particular degree/major combination was not offered in the indicated semester.
Source: Student Information Reporting System (SIRS).

The Division of Continuing Education and Public Service

The mission of the Division of Continuing Education and Public Service is to meet the lifelong learning needs of Southeast Georgia. The Division provides a variety of programs designed to improve the education and skills of the region's workforce, to enhance societal and cultural understanding, to facilitate healthy lifestyles and constructive use of leisure time, and to address the personal development and enrichment needs of the region's citizens and to provide degree options to non-traditional students. The Division also oversees the University's outreach centers and region centers in Brunswick, Dublin, and Savannah.

Continuing Education

Non-Credit Programs:

The Continuing Education Center works closely with the Colleges of the University to provide non-credit programs designed for professionals. Programs offered reflect the expertise of faculty in the Colleges of Business Administration; Education; Health and Human Services; Information Technology; Liberal Arts and Social Sciences; and Science and Technology. The Continuing Education Center also offers a variety of personal development and leisure courses throughout the year. As the University reporting unit for Continuing Education Units (CEU's), the Continuing Education Center reports all continuing education activity to the University System Board of Regents on a quarterly basis.

In the fiscal year 2007, the Continuing Education Center:

- Coordinated 115 professional development programs and 58 personal development programs.
- Conducted 2 contractual training program in the region.
- 136 students completed non-credit on-line courses.
- In partnership with other units on campus, generated 13,356.76 Continuing Education Units (CEU credits) through a total of 459 programs.
- Provided training that resulted in 6727.00 hours of professional credit for Professional Learning Units, National Association of Social Workers, Georgia Nurses Association, Georgia State Board of Nursing Home Administrators, Prevention Credentialing Consortium of Georgia Southern University, Georgia Association of Marriage and Family Therapy, Georgia Psychological Association, and Peace Officers Standards and Training.
- Unit involved over 21,047 individuals in lifelong learning.
- Credit Programs:
 - ◊ Developed Senior to Sophomore program to deliver University classes to regional high schools.
 - ◊ Developing online graduate programs/courses for regional delivery.
 - ◊ Providing degree programs to regional centers to include undergraduate and graduate degrees in business administration and education.

Outreach Centers on the Georgia Southern Campus

Georgia Southern University Botanical Garden:

The 11-acre Garden is an educational, recreational and research resource for the University, community, and region. Its collections, exhibits and programs focus on the beauty, biology, and ecology of plants, the Coastal Plain flora, and environmentally responsible gardening.

- Number of species: 60 trees, 65 shrubs and vines, 250 herbaceous plants.
- Total number of visitors in FY07: 15,000
- Total programs: 125

(Continued on page 57)

The Georgia Southern University Museum:

The Georgia Southern University Museum exists to foster and support lifelong learning and engaged citizenship in south-east Georgia. The museum supports the University's mission of teaching, research and service specifically through collections, exhibits and educational outreach. Permanent collections and exhibits focus on preserving the natural and cultural history of the Coastal Plain. Temporary exhibits and collections interpret a broad array of topics in cooperation with faculty curators.

- Total number of visitors: 26,500
- Georgia counties served by outreach programs Projects SENSE and BESST: 17
- K-8 school students served by outreach programs: 7,350
- Five special exhibits in FY 07: *Lego: Ocean Adventure*; *Islam in Belief and Practice*; *Nature's Numbers*, *Alma Mater Dear: 100 Years of Student Life at Georgia Southern University*; *Spacing Out! A Day in the Life of an Astronaut*

The Center for Wildlife Education and The Lamar Q Ball, Jr. Raptor Center

The 4.5 acre nature center displays 11 species of eagles, hawks, falcons, owls, and vultures in natural habitat enclosures. Flighted raptor demonstrations and reptile programs are offered to the public. Construction of Phase II, area addition, will begin FY2008.

- Number of visitors to the Center in FY07: 9627 (school field trips)
- Weekend/After Hours visitors in FY07: 5000
- Off-site Raptor and Wildlife Exhibitions: 143 off-site education programs reaching over 200,000 people. (The decrease in participation from FY2006 is a direct result of not having the Atlanta Hawks' contract during FY2007.)

The Performing Arts Center

The 34,000 square foot Performing Arts Center (PAC) is an 825-seat, state of the art theatre that has completed its fifth season. The 2006-2007 professional touring season consisted of a Broadway Series of favorites including *Jesus Christ Superstar*, *Cats* which was sold out, and *Romeo & Juliet*. Audiences for the Concert Series were thrilled by the performances of the *Turtle Island String Quartet*, the Sigmund Romberg Orchestra playing *A Viennese Christmas Concert*, and *Mark O'Connor & The Appalachia Waltz Trio*. The PAC Dance Series brought the audience to their feet for standing ovations with the performances of *Pilobolus Dance Theatre* and *Swan Lake* by the Moscow Festival Ballet. The fifth season also included exciting and hilarious performances by Vicki Lawrence as Mama which was sold out and Capitol Steps who presented political song parodies and skits. A School Matinee Series for local and surrounding counties' school children brought professional theatre into the lives of K-7 students with performances of *Amber Brown Is Not A Crayon*, *The Midnight Ride of Paul Revere*, *The Great Alphabet Adventure*, and *The Lion, The Witch and The Wardrobe*. Of the eight school shows presented, four of the shows were sold out. The PAC also presented two very special performances by The Atlanta Symphony Orchestra. The PAC is also the venue for performances presented by university departments, student organizations and the community.

For Fiscal Year 2007:

- Total number of visitors: 51,000
- Season ticket holders: 544
- Professional touring shows: 12
- School matinee shows: 8
- University events: 58
- Community events: 14
- Summer Drama Camp and performance
- International Arts Academy Conference
- Atlanta Ballet Summer Camp

(Continued on page 58)

Off Campus Centers

Coastal Georgia Center

The Coastal Georgia Center is an academic and conference facility located in the heart of historic Savannah, Georgia, adjacent to the Savannah Visitors Center. The Coastal Georgia Center is operated by Georgia Southern University in partnership with Armstrong Atlantic State University and Savannah State University. The facility features over 50,000 square feet of state-of-the-art meeting and class rooms that house multiple size groups, open and inviting common spaces, offices, and a professional staff that provide services ranging from technical support to catering and concierge services. The Coastal Georgia Center fulfills its mission by offering graduate level courses, hosting events in support of local economic development, and serving as an affordable venue for continuing education classes and conferences.

Highlights of Academic Year 2006-07 include:

- For the first time in our history, over 100 graduate courses were held at the Coastal Georgia Center. Georgia Southern University offered graduate courses in Education, Business, and Accounting, while Savannah State University offered graduate level courses in Social Work, Public Administration, and Urban Studies.
- Community and non-university sponsored events at the Coastal Georgia Center totaled a record of over 1200. These meetings and conferences were sponsored by a variety of governmental agencies, businesses, civic groups and other organizations.
- Over 350 continuing education bookings by Georgia Southern University, an increase of over fifty percent from the previous academic year. These programs supported economic development, continuing education, and professional development.
- Implemented electronic request form to enhance communications with internal and external customers.
- Renovations and upgrades included new front desk monitor, new front desk facade, new stove for catering kitchen, carpet, paint, ceiling tiles in East Wing; individual volume controls and improved air flow controls for multi-purpose rooms, enhanced audio-visual features for auditorium overflow, repaving of staff parking area and upper level parking area.
- Created two additional Distance Learning classrooms to accommodate student demand.

Dublin Center

Located in Dublin, Georgia, the Center serves as a residence center for both Georgia Southern University and Middle Georgia College. Georgia Southern University serves juniors and seniors seeking undergraduate degrees and graduate students seeking Master's and Ed.S. degrees. Georgia Southern offered courses with a total enrollment of 1,077 students during FY 2007.

Brunswick Center

Located in Brunswick, Georgia on the campus of Coastal Georgia Community College, the Center serves as a residence center for Georgia Southern University and Armstrong Atlantic State University. Georgia Southern University serves juniors and seniors seeking undergraduate degrees and graduate students seeking Master's degrees. Georgia Southern offered courses with a total enrollment of 247 students (not including distance education students) during the 2007 fiscal year.

Engineering Studies Programs at Georgia Southern University

Purpose

The purpose of the Engineering Studies Programs at Georgia Southern University is as follows: (1) to increase the accessibility to an engineering education in the State of Georgia; (2) to provide the course work required during the first two years of the curricula for the engineering degree programs offered by the Georgia Institute of Technology, the University of Georgia, and other engineering schools; and (3) to develop study habits and engineering problem-solving capability for students to be successful in their junior and senior engineering courses as well as in their professional careers.

The RETP and GTREP

The Engineering Studies Program consists of two main programs or classifications: The Regents Engineering Transfer Program (RETP) and the Georgia Tech Regional Engineering Program (GTREP). Both of these programs lead to an engineering degree from Georgia Tech. The RETP accesses all Tech engineering majors, while the GTREP provides access to majors in civil, computer, electrical, and mechanical engineering. Both programs follow the same curriculum for a particular engineering major. After the first two years of study have been successfully completed, RETP students physically relocate to the main campus of Georgia Tech in Atlanta, while the GTREP students become Georgia Tech students in residence on the GSU campus, and remain here for the duration of the program. Since 1988 the RETP has sent more than 300 students to the Atlanta campus, and 87% of them have completed their engineering degree (or are still active students in good standing) with 35% earning academic honors there.

The Technology Options Program (TOP)

Georgia Tech has imposed certain requirements for direct admission into the Georgia Southern part of the GTREP or RETP as either new freshmen, current Georgia Southern students, or transfers from another institution. However, there are many students who are interested in pursuing an engineering degree but do not meet at least one of these requirements, so Georgia Southern has created an additional program classification known as the Technology Options Program (TOP). In the TOP, students still follow the curriculum for the engineering major of their choice, but must satisfy certain requirements to exit TOP and change their Georgia Southern classification to either the RETP or GTREP. It is important to note that this is **not** a remedial program; all courses taken by TOP students are the same as those taken by Georgia Southern students who met the direct admission requirements and are already classified as either RETP or GTREP. The RETP and GTREP initial admission requirements, the TOP exit requirements, and the program completion requirements may be found in the University catalog and at the Engineering Studies web site. TOP students have up to four semesters (not including summers) to satisfy the exit requirements. If at any point it appears that a TOP student is not likely to meet the exit requirements, they will be assisted with the selection of a different major.

The Gulfstream Scholars Program

Engineering majors at Georgia Southern are eligible for a scholarship from the Gulfstream Aerospace Corporation Endowment. Approximately 38 students yearly receive a \$750 Gulfstream scholarship per semester for a total of four semesters. Students who demonstrate outstanding academic performance during the first semester of the freshman year may apply for the scholarship for their sophomore year. Students who are awarded the scholarship must earn at least a 2.70 GPA in the engineering curriculum each semester.

Engineering-Related Academic Programs at Georgia Southern

Frequently, students who begin their college career at GSU as either an RETP or GTREP major find that the engineering major is not one that is best suited for them, but they still are interested in a career in technology. Georgia Southern University offers the Bachelor of Science degree in several engineering-related areas that are not as theoretical in nature as engineering, but lead to excellent careers. First, there are three areas of engineering technology - civil, electrical, and mechanical - that are less mathematical and more experimental in nature. Many functions of engineering (other than research, development and design) can be performed by graduates of the engineering technology programs at GSU. There are additionally three technical management degree programs - Construction Management, Manufacturing (with a major In industrial Management), and Graphic Communications Management. All of the technology degree programs are in great demand and provide excellent career opportunities.

Institutes and Centers

Center Name	Contact Person	Telephone #
Brunswick Center, Coastal Georgia Community College	Dr. Henry E. Barber	(912) 264-7227
Bureau of Business Research and Economic Development	Dr. Phyllis Isley	(912) 681-0872
Bureau of Public Affairs	Dr. Karen McCurdy	(912) 681-5698
Center for Africana Studies	Dr. Saba Jallow	(912) 681-5387
Center for Economic Education	Dr. Gregory J. Brock	(912) 681-5579
Center for Educational Leadership and Service	Dr. Michael Richardson	(912) 681-5079
Center for Entrepreneurial Leadership	Dr. Russell Kent	(912) 681-5700
Center for Excellence in Financial Services	Dr. William Wells	(912) 681-5432
Center for Excellence in Teaching	Dr. Alan Altany	(912) 681-0049
Center for Forensic Studies in Accounting & Business	Dr. Charles Harter	(912) 681-5678
Center for Global Studies	Dr. Mark Hanna	(912) 681-5605
Center for International Studies	Dr. Daniel Pittman	(912) 681-0332
Center for Irish Studies	Mr. Howard Keeley	(912) 681-5899
Center for Latino Outreach and Research	Dr. Antonio Serna	(912) 871-1375
Center for Management Development	Dr. Ben Thompson	(912) 681-0193
Center for Printability	Dr. Don Armel	(912) 681-5167
Center for Retail Studies	Dr. Kathleen Gruben	(912) 681-0348
Center for Rural Health and Research	Dr. Stuart H. Fedders	(912) 681-0260
Center for Social Gerontology	Dr. Kyong Hee Chee	(912) 486-7076
Center for the Study of International Schooling	Dr. Grigory Dmitriyev	(912) 681-5545
Center for Wildlife Education & Lamar Q. Ball, Jr. Raptor Center	Mr. Steven M. Hein	(912) 681-0831
Coastal Area Teacher Education Service (CATES)	Ms. Mary Egger	(912) 681-5247
Coastal Georgia Center	Mr. Henry Whitfield	(912) 651-2005
Coastal Rivers Water Planning and Policy Center	Dr. Ben Thompson	(912) 486-7979
Emerging Technology Center	Ms. Pamela Deal	(912) 681-0882
Dublin Center	Dr. Velinda Stanley	(478) 275-6750
Family Life Center	Dr. Jerri Kropp	(912) 681-5537
Georgia Center for Educational Renewal	Dr. Charles Reavis	(912) 681-5304
Georgia Southern University Botanical Garden	Dr. Wayne Becker	(912) 871-1149
Georgia Southern University Museum	Dr. Brent Tharp	(912) 681-5444
Institute of Arthropodology and Parasitology	Dr. James H. Oliver	(912) 681-5564
Karl E. Peace Center for Biostatistics	Dr. Karl E. Peace	(912) 486-7906
Liberty Center	Dr. Joseph Weaver	(912) 767-8331
Performing Arts Center	Mr. Albert Pertalion	(912) 486-7916
Small Business Development Center	Ms. Lori Durden	(912) 681-5194
Southern Center for Logistics and Intermodal Transportation	Dr. Stephen Rutner	(912) 681-0588
Women's and Gender Studies	Dr. Lori Amy	(912) 681-0625

Student Financial Aid Summary

Aid Awarded in the 2005 - 2006 Academic Year

Description	# of Awards	Amount of Awards
Employment Programs		
<i>Federal Work Study and Institutional Work Program</i>	2,413	\$ 3,898,844
Grant Programs		
<i>Pell, PHEAA, SEOG, Vocational Rehab., and TRIO</i>	5,330	\$ 11,659,005
Loan Programs		
<i>HOPE Promise, HOPE Teacher, Perkins, PLUS, Stafford, State Service Cancelable Loans, Mega-Life, Pickett & Hatcher</i>	14,269	\$ 57,716,196
Federally Funded Academic Scholarships		
<i>ROTC and Robert C. Byrd Honors</i>	43	\$ 61,667
State Funded Academic Scholarships		
<i>HOPE Scholarships/HOPE Book, Governors, LEAP, Law Enforcement Personnel Dependents Grant, Public Safety Grant, Charles McDaniel Teacher Grant</i>	6,805	\$ 23,083,127
Georgia Southern University Scholarships		
<i>GaSoU Honors, 1906 Scholarships, Gulfstream Aerospace Scholarship Pro gram, Lettie Pate Whitehead Scholarship Program</i>	365	\$ 293,601
Departmental Scholarships		
<i>Institutional Grants & Scholarships less the Georgia Southern University Scholarships listed above</i>	491	\$ 620,586
External Grants & Scholarships		
<i>Helene Fuld Health Trust Grant, Miscellaneous externally funded scholarships awarded by private sources to individual students —high school, church group, civic group, businesses, etc.</i>	825	\$ 1,088,220
Athletics Scholarships		
<i>Supporting student athletes in men's and women's intercollegiate sports</i>	334	\$ 1,837,176
Tuition Waivers		
<i>International Student, Athletic, Military, University Employee, Ga. Teacher, etc.</i>	775	\$ 3,649,034
Total Awards for the 2005 - 2006 Academic Year	31,650	\$ 103,907,457

Source: Office of Financial Aid

Student Organizations

Part of each student's education is the development of his or her talents outside the classroom through participation in the wide variety of activities offered by Georgia Southern University. These activities range from the Student Government Association to the honor and recognition societies, special interest groups, professional fraternities and departmental clubs, and religious groups. For more information on student organizations contact the Russell Union Student Activities Center, (912) 486-7270.

Source: The Eagle Eye New Student Handbook 2006—2007, page 10 - Organizations .

Career Services Summary by Academic Year

	2001-02	2002-03	2003-04	2004-05	2005-06 ^a	2006-07 ^b
Career Exploration						
# of programs	353	449	412	403	442	543
# of students attending programs	6,923	7,381	7,019	6,077	10,158	10,440
# of appointments	3,724	3,377	4,678	3,604	3,774	1,679
Cooperative Education						
# of employer registrants	481	502	225	340	222	292
# of students placed	44	47	32	20	27	32
# of student registrants	313	324	122	144	129	119
Career Fairs						
Career Expo Job Fair						
# of employers	204	136	127	166	226	409
# of students	2,262	1,888	1,513	2,009	1,597	2,768
Education Career Day						
# of school systems	84	67	89	85	99	109
# of students	191	219	294	321	413	378
Professional						
# of students registered for resume referral service	2,978	888	2,458	2,046	2,420	3,499
# of interview schedules	97	109	115	95	134	151
# of employers who conducted on-campus interviews	84	80	71	81	120	119
# of employers requesting resume referral	203	159	263	174	200	81
# of resumes referred	3,083	5,001	7,868	4,627	10,567	3,499
# of new students registered in the Career Services database	5,943	1,892	2,719	2,272	2,474	1,490
# of employers registered in database	1,778	2,062	2,472	2,765	3,039	2,986
# of new jobs added	882	77	261	23	217	1,115

Notes: This data reflects updated definitions for reporting, effective August, 2001. Numbers are end of year as of August 1.

^a Large increases in students using some services are the result of the addition of Career Planning as a component of the GSU 1210 curriculum starting in Fall 2005.

^b Career Exploration efforts were shifted from one-on-one appointments to Programs, Career Fairs, and Classroom Presentations. More time was invested in recruiting more employers to come to Georgia Southern and marketing efforts were increased to get more students to attend the Career Fairs. Employer requests for resumes decreased since the number of employers attending the Career Fairs increased.

Source: Office of Career Services

Student Housing, Fall 2006

Residence Hall	Occupancy	Capacity	% Full
Brannen Hall	126	143	88.11%
Eagle Village 1	400	397	100.76%
Eagle Village 2	399	401	99.50%
Johnson Hall	331	388	85.31%
Kennedy	392	427	91.80%
Olliff Hall	280	301	93.02%
Sanford Hall	116	137	84.67%
Southern Courtyard	464	478	97.07%
Southern Pines	607	626	96.96%
Watson Hall	223	242	92.15%
Winburn Hall	234	250	93.60%
Total	3,572^a	3,790	94.25%

Note: In Fall 2006, 3,502 (24.2%) of 14,483 undergraduates lived in campus housing.

^a 3,572 includes graduate level students.

Alumni Association

Officers

Mr. Frank Hook, *Senior Director*
Mr. Terry Harvin, *President*
Mr. Lee Fulcher, *President Elect*
Dr. Dennard Scoggins, *Secretary*
Mr. Mike Carpenter, *Treasurer*

Executive Committee

Mr. Frank Hook, *Senior Director*
Mr. Terry Harvin, *President*
Mr. Deryl Belser, *Chairman*
Dr. Dennard Scoggins, *Secretary*
Mr. Mike Carpenter, *Treasurer*
Mr. Rod Meadows, *Chairman, GSU Foundation*
Mr. Mike Cummings, *Chairman, Southern Boosters*

Alumni Relations Office Staff

Mr. Frank Hook, *Senior Director*
Ms. Amy Hammett, *Assistant Director*
Vacant, Assistant Director
Ms. Theresa Hackle, *Administrative Secretary*

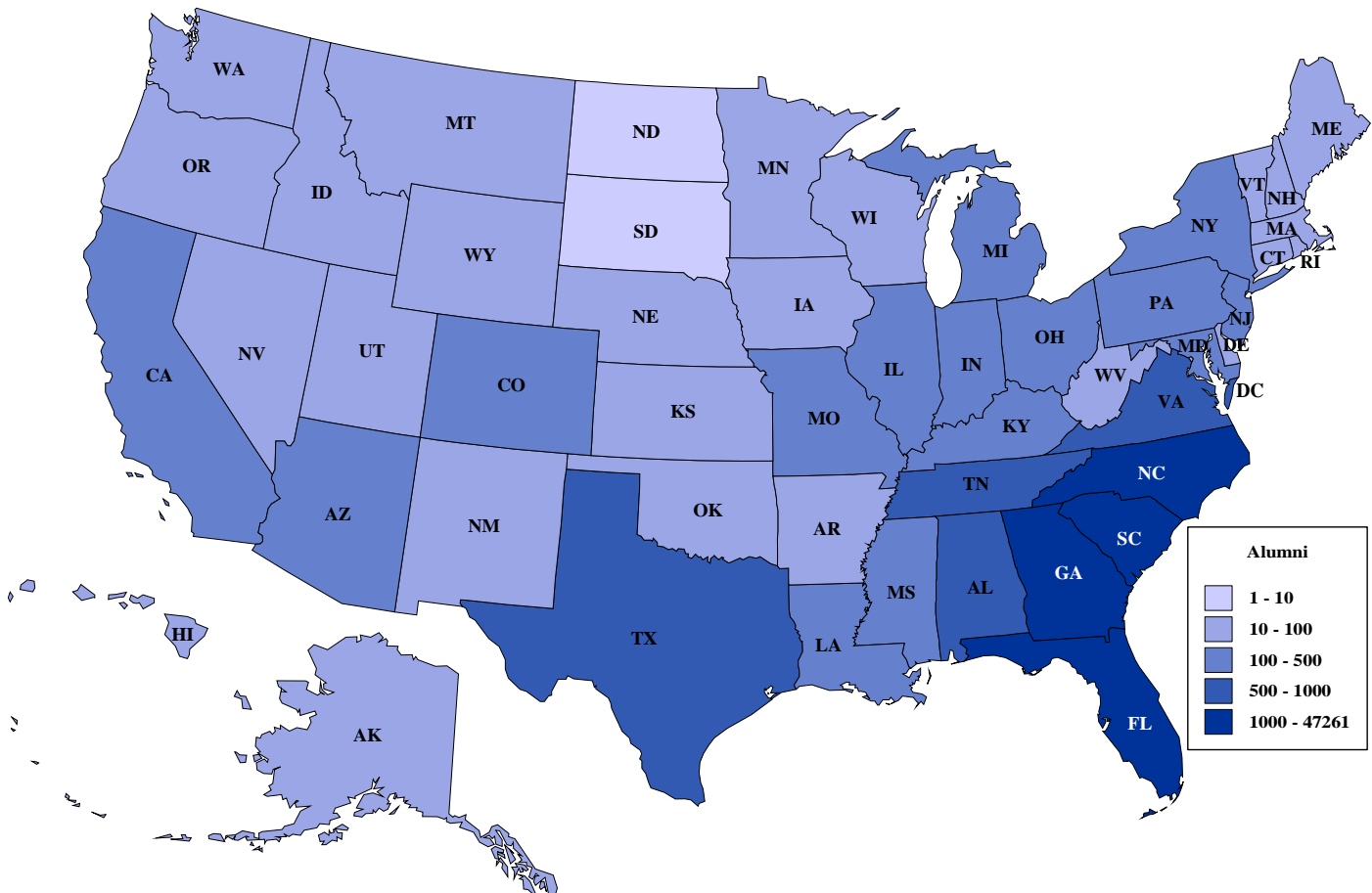
Eagle Club Presidents

Club	President	Home Phone Number	Work Phone Number
Atlanta	Dennette Thornton	404-664-6444	404-614-1493
Atlanta BAGS	Kelly Lewis	404-675-7080	404-361-4939
Atlanta East Metro	Mark Watson	706-468-0023	404-787-8505
Atlanta North Metro	Keith & Carey McCallar	770-205-2263	770-565-0750 (K) 678-438-8970 (C)
Atlanta West Metro	Debra Robinson-Day	678-361-6237	
Bulloch County	Darron Burnette	912-852-4133	912-489-9264
Candler County	Marty Williams Hazel Williams	912-871-3518 912-685-2601	912-685-2057
Evans County	Marshall Smith	912-739-7460	912-739-2230
Effingham County	Wendel Wilson	912-754-3769	912-754-3012
Emmanuel County	Athen Walden	478-763-3682	478-237-6619
Glynn County	Doree Avera	912-634-3700	912-265-5330
Greater Albany	Hollis Hood	229-435-7336	229-881-4181
Greater Athens	Sheila Davis	706-795-9813	706-542-2283
Greater Augusta	Hartie Cliatt	706-650-7865	706-868-5100
Greater Columbus	Robert Willis & Shane Ragan	706-323-5382 706-324-2007	706-563-6975 706-323-9521
Greater Gwinnett	Richard NeSmith	770-614-5757	770-740-5030
Greater Jacksonville	Bill & Lesley Kennedy	904-278-4359	904-505-4802 (B) 904-505-6655 (L)
Greater Macon/Middle Georgia	Mike Carpenter	478-994-1933	478-741-3742
Greater Savannah	Laney Claxton	912-303-0435	
Houston/Peach Counties	Cecil Christopher	478-218-2602	478-926-7987
Jenkins County	Matt Brinson	478-982-5705	478-982-4722
Laurens County	Mike Cummings	478-272-9393	478-272-7600
Liberty County	Esther Griffin	912-368-2575	912-408-2125
National Capital	Cara Hunt & Vincent Buggs	703-220-1778 703-799-1050	202-756-7641 706-806-5202
NW GA/Tennessee Valley	Kathy Jenkins	706-673-9551	706-259-4626
Oconee Area	Trey Sheppard	478-552-9405	478-552-5127
Okefenokee	Mike Woodard	912-285-0682	912-287-2334
Screven County	Rusty Black	912-857-3233	912-564-2175
South Carolina Low Country	Lowell Keene	843-524-7637	843-524-2710
South Carolina Upstate	Bill Bates & Karen Dixon	864-281-1327 864-238-5283	864-486-7230
Toombs County	Lee & Rebekah Arnold	912-537-3798	912-537-9851 (L)
Wayne County	Johnny & Paula Puccio	912-427-7885	912-427-7885

Source: Office of Alumni Relations - as of June, 2007

Alumni by State, Spring 2007

State	#	State	#	State	#
Alabama	584	Louisiana	106	Oregon	47
Alaska	23	Maine	15	Overseas Military	73
Arizona	115	Maryland	246	Pennsylvania	234
Arkansas	75	Massachusetts	78	Puerto Rico	7
British Columbia	1	Michigan	107	Rhode Island	14
California	432	Minnesota	48	South Carolina	1,993
Colorado	177	Mississippi	109	South Dakota	7
Connecticut	75	Missouri	102	Tennessee	632
Delaware	23	Montana	24	Texas	655
District of Columbia	42	Nebraska	22	Utah	23
Florida	3,229	Nevada	47	Vermont	16
Georgia	47,261	New Hampshire	21	Virgin Islands	6
Guam	1	New Jersey	155	Virginia	690
Hawaii	28	New Mexico	46	Washington	99
Idaho	15	New York	225	West Virginia	52
Illinois	157	North Carolina	1,270	Wisconsin	57
Indiana	116	North Dakota	3	Wyoming	11
Iowa	28	Ohio	200		
Kansas	60	Oklahoma	55		
Kentucky	140	Ontario	3		
				Total	60,080



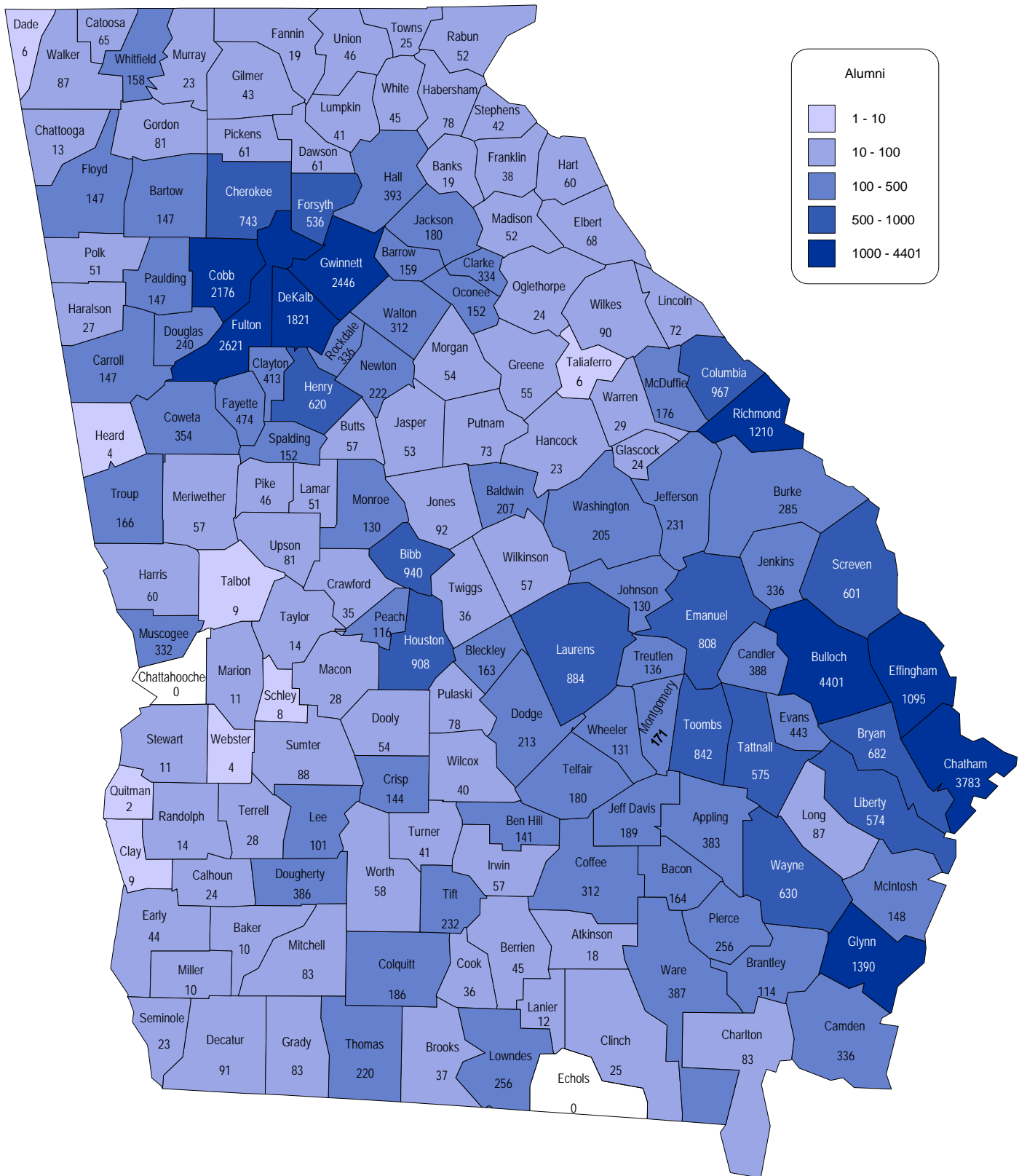
Source: Office of Alumni Relations – as of Spring 2007

Alumni by Georgia County, Spring 2007

County	#	County	#	County	#	County	#
Appling	383	Dawson	61	Johnson	130	Schley	8
Atkinson	18	Decatur	91	Jones	92	Screven	601
Bacon	164	Dekalb	1,821	Lamar	51	Seminole	23
Baker	10	Dodge	213	Lanier	12	Spalding	152
Baldwin	207	Dooly	54	Laurens	884	Stephens	42
Banks	19	Dougherty	386	Lee	101	Stewart	11
Barrow	159	Douglas	240	Liberty	574	Sumter	88
Bartow	147	Early	44	Lincoln	72	Talbot	9
Ben Hill	141	Effingham	1,095	Long	87	Taliaferro	6
Berrien	45	Elbert	68	Lowndes	256	Tattnall	575
Bibb	940	Emanuel	808	Lumpkin	41	Taylor	14
Bleckley	163	Evans	443	Macon	28	Telfair	180
Brantley	114	Fannin	19	Madison	52	Terrell	28
Brooks	37	Fayette	474	Marion	11	Thomas	220
Bryan	682	Floyd	147	Mcduffie	176	Tift	232
Bulloch	4,401	Forsyth	536	Mcintosh	148	Toombs	842
Burke	285	Franklin	38	Meriwether	57	Towns	25
Butts	57	Fulton	2,621	Miller	10	Treutlen	136
Calhoun	24	Gilmer	43	Mitchell	83	Troup	166
Camden	336	Glascock	24	Monroe	130	Turner	41
Candler	388	Glynn	1,390	Montgomery	171	Twiggs	36
Carroll	147	Gordon	81	Morgan	54	Union	46
Catoosa	65	Grady	83	Murray	23	Upson	81
Charlton	83	Greene	55	Muscogee	332	Walker	87
Chatham	3,783	Gwinnett	2,446	Newton	222	Walton	312
Chattooga	13	Habersham	78	Oconee	152	Ware	387
Cherokee	743	Hall	393	Oglethorpe	24	Warren	29
Clarke	334	Hancock	23	Paulding	147	Washington	205
Clay	9	Haralson	27	Peach	116	Wayne	630
Clayton	413	Harris	60	Pickens	61	Webster	4
Clinch	25	Hart	60	Pierce	256	Wheeler	131
Cobb	2,176	Heard	4	Pike	46	White	45
Coffee	312	Henry	620	Polk	51	Whitfield	158
Colquitt	186	Houston	908	Pulaski	78	Wilcox	40
Columbia	967	Irwin	57	Putnam	73	Wilkes	90
Cook	36	Jackson	180	Quitman	2	Wilkinson	57
Coweta	354	Jasper	53	Rabun	52	Worth	58
Crawford	35	Jeff Davis	189	Randolph	14	Total	47,261
Crisp	144	Jefferson	231	Richmond	1,210		
Dade	6	Jenkins	336	Rockdale	336		

Source: Office of Alumni Relations – as of Spring 2007

Map of Alumni by Georgia County, Spring 2007



Source: Office of Alumni Relations – as of Spring 2007

Athletics

Colors: Dark Blue & White **Mascot:** Eagles

Affiliation: NCAA Division I; Division I FCS for Football **Conference:** Southern Conference; Northeast Conference for Swimming

NCAA Student Athlete 2000-01 Cohort Graduation Success Rate: 74%

Championships & Accomplishments:

<i>Football:</i>	NCAA Division I FCS National Champions 1985, 1986, 1989, 1990, 1999, 2000 NCAA Division I FCS Playoff Participants 1985–1990, 1993, 1995, 1997-2002, 2004, 2005 SoCon Champions 1993, 1997, 1998, 1999, 2000, 2001, 2002, 2004
<i>Men's Basketball:</i>	NCAA Tournament Participant 1983, 1987, 1992 NIT Participants 1988, 1989, 2006 SoCon South Division Regular Season Champions 2001-02, 2003-04, 2005-06 SoCon Overall Champions 2005-06 TAAC Regular Season Champions 1984-85, 1987-88, 1988-89, 1991-92 TAAC Tournament Champions 1983, 1987, 1992
<i>Women's Basketball:</i>	NCAA Tournament Participant 1993, 1994 SoCon Regular Season Champions 1993-94, 1997-98, 2000-01 SoCon Tournament Champions 1993, 1994 NSWAC Regular Season Champions 1986-87, 1987-88, 1989-90 NSWAC Tournament Champions 1987, 1988, 1990 AIAW South Region Champions 1981-82
<i>Baseball:</i>	College World Series Participant 1973, 1990 NCAA Regional Tournament Participant 1973, 1974, 1979, 1980, 1987, 1990, 1996, 2000-2002 SoCon Regular Season Champions 1993, 1996, 1997, 2000, 2001 SoCon Tournament Champions 1996, 2000, 2002 TAAC Regular Season Champions 1980, 1985, 1986, 1987 TAAC Eastern Division Regular Season Champions 1981, 1984, 1985, 1986, 1987, 1988 TAAC Tournament Champions 1980, 1987
<i>Golf:</i>	NCAA Championship Tournament Participant 1972, 1973, 1975-1977, 1979, 1980, 1988, 2001, 2002, 2005 NCAA Regional Tournament Participant 1989, 2001-2006 SoCon Champions 2003, 2006 TAAC Champions 1982, 1983, 1987, 1991
<i>Men's Soccer:</i>	TAAC Eastern Division Champions 1990
<i>Women's Swimming:</i>	Southern States Champions 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, 1995-96
<i>Men's Tennis:</i>	SoCon Champions 1994
<i>Women's Tennis:</i>	SoCon Champions 1995, 1996, 1998 AIAW South Region Champions 1980, 1981, 1982
<i>Softball:</i>	SoCon Regular Season Champions 1996 SoCon Tournament Champions 1999, 2006 NCAA Regional Tournament Participant 2006
<i>Volleyball:</i>	NCAA Regional Tournament Participant 2001, 2003 SoCon Regular Season Champions 2002, 2003 SoCon Tournament Champions 2001, 2003
<i>All Sports:</i>	TAAC All-Sports Trophy 1993, 1985, 1987, 1988, 1989, 1990, 1991

Athletic Teams & Coaches:

Baseball: Rodney Hennon	Basketball (Men's): Jeff Price	Basketball (Women's): Rusty Cram
Cross Country: Natalie Smith	Football: Brian Chris Hatcher	Golf: Larry Mays
Soccer (Men's): Kevin Kennedy	Soccer (Women's): Ashley Hart	Softball: Natalie Poole
Swimming: Nate Kellogg	Tennis (Men's): Justin Miles	Tennis (Women's): Amy Bonner
Track & Field: Natalie Smith	Volleyball: Nicole McCray	

Key:

NCAA - National Collegiate Athletic Association	AIAW - Association Of Intercollegiate Athletics for Women
SoCon - Southern Conference	TAAC - Trans America Athletic Conference
NSWAC - New South Women's Athletic Conference (merged with the TAAC in 1991)	FCS - Football Championship Subdivision

Source: Georgia Southern University Office of Athletics – as of Spring 2007

Faculty Profiles

All Faculty, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	M	D	EDS	M	P	O	T	ON	NTT	NOT	
+ADMIN	N:	15	14	27	2				28		1			26		3		29
	%:	51.7%	48.3%	93.1%	6.9%				96.6%		3.4%			89.7%		10.3%		
PROF	N:	98	33	123	3	5			126		5			127	3	1		131
	%:	74.8%	25.2%	93.9%	2.3%	3.8%			96.2%		3.8%			96.9%	2.3%	0.8%		
ASOP	N:	103	68	149	11	10	1		159		12			162	8	1		171
	%:	60.2%	39.8%	87.1%	6.4%	5.8%	0.6%		93.0%		7.0%			94.7%	4.7%	0.6%		
ASTP	N:	114	120	181	22	24	6	1	189	2	41		2	40	185	9		234
	%:	48.7%	51.3%	77.4%	9.4%	10.3%	2.6%	0.4%	80.8%	0.9%	17.5%		0.9%	17.1%	79.1%	3.8%		
INST	N:		13	10	2	1			3		10					13		13
	%:		100.0%	76.9%	15.4%	7.7%			23.1%		76.9%					100.0%		
LECT	N:	1	1	2							2					2		2
	%:	50.0%	50.0%	100.0%							100.0%					100.0%		
TEMP	N:	61	78	120	10	7	2		34	3	98		4		136	3		139
	%:	43.9%	56.1%	86.3%	7.2%	5.0%	1.4%		24.5%	2.2%	70.5%		2.9%		97.8%	2.2%		
PT	N:	33	41	70	3	1			30	9	30		5	12			62	74
	%:	44.6%	55.4%	94.6%	4.1%	1.4%			40.5%	12.2%	40.5%		6.8%	16.2%			83.8%	
FT REG	N:	316	235	465	38	40	7	1	477	2	70		2	329	196	26		551
	%:	57.4%	42.6%	84.4%	6.9%	7.3%	1.3%	0.2%	86.6%	0.4%	12.7%		0.4%	59.7%	35.6%	4.7%		
FT TEMP	N:	61	78	120	10	7	2		34	3	98		4		136	3		139
	%:	43.9%	56.1%	86.3%	7.2%	5.0%	1.4%		24.5%	2.2%	70.5%		2.9%		97.8%	2.2%		
FT TOT	N:	377	313	585	48	47	9	1	511	5	168		6	329	332	29		690
	%:	54.6%	45.4%	84.8%	7.0%	6.8%	1.3%	0.1%	74.1%	0.7%	24.3%		0.9%	47.7%	48.1%	4.2%		
*RNK TOT	N:	392	327	612	50	47	9	1	539	5	169		6	355	332	32		719
	%:	54.5%	45.5%	85.1%	7.0%	6.5%	1.3%	0.1%	75.0%	0.7%	23.5%		0.8%	49.4%	46.2%	4.5%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:

Asher, Bleicken, Bonham, Bradford, Chance, Cone, Danilowicz, Diebolt, Edenfield, Engel, Grube, Hamilton, Hardy, Hazeldine, Heaston, Hudak, G. Jones, M. Jones, Kenney, Mitchell, Navaee, Nettles, Rakestraw, Reichgelt, Richards, Ricker, Shiffler, Shumaker and Whitt.

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave without pay for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	Not Tenured on Track
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Not in a Tenure Type Position
ASTP	Assistant Professor	H	Hispanic	P	Professional	NOT	Non Tenure Not on Track
INST	Instructor	M	Multi	O	Other		
LECT	Lecturer						
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

New Faculty, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	I	D	EDS	M	P	O	T	ON	NTT	NE	
+ADMIN	N:	2		1	1				2					2				2
	%:	100.0%		50.0%	50.0%				100.0%					100.0%				
PROF	N:	1		1					1						1			1
	%:	100.0%		100.0%					100.0%						100.0%			
ASOP	N:	3		3					3						3			3
	%:	100.0%		100.0%					100.0%						100.0%			
ASTP	N:	27	21	35	6	5	2		35		11		2		48			48
	%:	56.3%	43.8%	72.9%	12.5%	10.4%	4.2%		72.9%		22.9%		4.2%		100.0%			
INST	N:	1	2	3					2		1					3		3
	%:	33.3%	66.7%	100.0%					66.7%		33.3%					100.0%		
TEMP	N:	21	21	33	4	3	2		16		23		3		40	2		42
	%:	50.0%	50.0%	78.6%	9.5%	7.1%	4.8%		38.1%		54.8%		7.1%		95.2%	4.8%		
PT	N:	8	20	25	2	1			9	3	11		5			28		28
	%:	28.6%	71.4%	89.3%	7.1%	3.6%			32.1%	10.7%	39.3%		17.9%			100.0%		
FT REG	N:	32	23	42	6	5	2		41		12		2		52	3		55
	%:	58.2%	41.8%	76.4%	10.9%	9.1%	3.6%		74.5%		21.8%		3.6%		94.5%	5.5%		
FT TEMP	N:	21	21	33	4	3	2		16		23		3		40	2		42
	%:	50.0%	50.0%	78.6%	9.5%	7.1%	4.8%		38.1%		54.8%		7.1%		95.2%	4.8%		
FT TOT	N:	53	44	75	10	8	4		57		35		5		92	5		97
	%:	54.6%	45.4%	77.3%	10.3%	8.2%	4.1%		58.8%		36.1%		5.2%		94.8%	5.2%		
*RNK TOT	N:	55	44	76	11	8	4		59		35		5	2	92	5		99
	%:	55.6%	44.4%	76.8%	11.1%	8.1%	4.0%		59.6%		35.4%		5.1%	2.0%	92.9%	5.1%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities:
(Amponsah, Harter)

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	On tenure-track line
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Non tenure-track line
ASTP	Assistant Professor	H	Hispanic	P	Professional	NE	Not eligible
INST	Instructor	I	American Indian/ Alaska Native	O	Other		
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

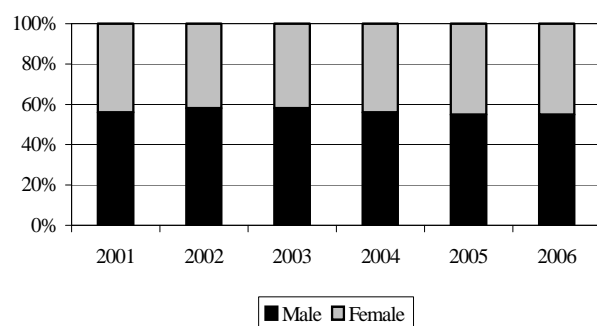
Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

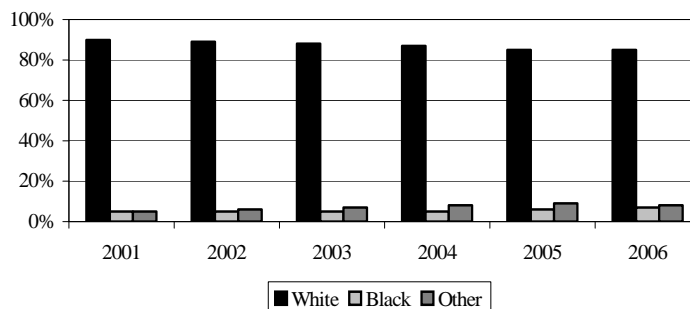
Full Time Faculty, Fall Semester

		Gender		Ethnic Group			Degree				
		M	F	W	B	AO	D	S	M	P	OT
Fall 2001	N:	351	275	561	33	32	446	12	157	9	2
	%	56	44	90	5	5	71	2	25	1	<1
Fall 2002	N:	353	259	545	32	35	445	11	148	6	2
	%	58	42	89	5	6	74	2	23	1	<1
Fall 2003	N:	375	267	567	32	43	463	9	165	4	1
	%	58	42	88	5	7	72	1	26	1	<1
Fall 2004	N:	364	285	566	33	50	468	11	167	0	3
	%	56	44	87	5	8	72	2	26	0	<1
Fall 2005	N:	372	307	580	41	58	489	7	181	0	2
	%	55	45	85	6	9	72	1	27	0	<1
Fall 2006	N:	377	313	585	48	57	511	5	168	0	6
	%	55	45	85	7	8	74	1	24	0	1

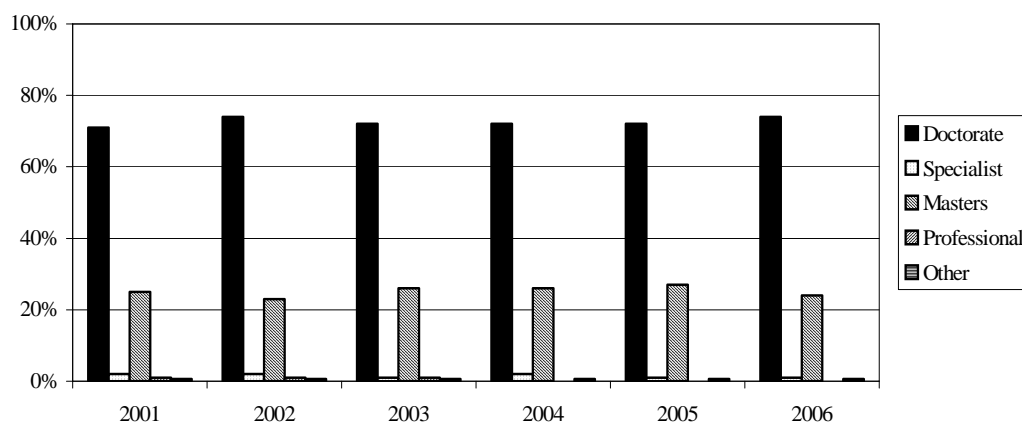
Full Time Faculty by Gender



Full Time Faculty by Race



Full Time Faculty by Highest Degree Attained



Note : Footnotes for individual years apply here (see historical fact books)

CODE KEY

W - White

B - Black/African-American

AO - All other

(Includes Asian/Pacific Islander,

American Indian/Alaskan Native, and Hispanic)

D - Doctorate

S - Educ. Spec.

M - Master's

P - Professional

OT - Other

Source: Office of the Provost and Vice President for Academic Affairs; Fall 2005

Full Time Instructional Faculty by Age, Rank, and Tenure, Fall 2006

AGE	RANK						TENURE			TOTAL
	PROF	ASOP	ASTP	INST	LECT	TEMP	T	ON	NTT	
20 - 29	0	0	18	1	0	21	0	38	2	40
30 - 39	0	15	95	2	0	42	16	134	4	154
40 - 49	30	79	62	6	1	36	121	84	9	214
50 - 59	79	58	55	4	1	27	154	58	12	224
60 +	22	19	4	0	0	13	38	18	2	58
TOTAL	131	171	234	13	2	139	329	332	29	690
Average Age	54	49	42	44	53	43	51	41	49	46

Source: Office of the Provost and Vice President for Academic Affairs, August 6, 2006

Full Time Instructional Faculty by Gender, Rank, and Tenure Status Academic Year 2006—2007

RANK	MALE			FEMALE			TOTAL
	TENURED	ON-TRACK	NTT	TENURED	ON-TRACK	NTT	
Professor N:	94	3	1	33			131
%:	71.76%	2.29%	0.76%	25.19%			
Assoc Prof N:	96	7		66	1	1	171
%:	56.14%	4.09%		38.60%	0.58%	0.58%	
Asst Professor N:	18	95	1	22	90	8	234
%:	7.69%	40.60%	0.43%	9.40%	38.46%	3.42%	
Instructor N:						13	13
%:						100.00%	
Lecturer N:			1			1	2
%:			50.00%			50.00%	
FT Regular N:	208	105	3	121	91	23	551
%:	37.75%	19.06%	0.54%	21.96%	16.52%	4.17%	
FT Temporary N:		61			75	3	139
%:		43.88%			53.96%	2.16%	
Grand Total N:	208	166	3	121	166	26	690
%:	30.14%	24.06%	0.43%	17.54%	24.06%	3.77%	

Summary:

- * Of the 690 full time faculty, 377 or 54.6% are male and 45.4% are female.
- * Of the 329 tenured faculty, 208 or 63.2% are male and 36.8% are female.
- * Of the 196 regular faculty on a tenure track line, 105 or 53.6% are male and 46.4% are female.
- * Of the 139 temporary faculty on a tenure track line, 61 or 43.9% are male and 56.1% are female.
- * Of the 26 regular faculty on a non-tenure track line, 3 or 11.5% are male and 88.5% are female.

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Full Time Faculty Years of Service by Gender and Rank, Fall 2006

YEARS OF SERVICE	GENDER		RANK						TOTAL
	M	F	PROF	ASOP	ASTP	INST	LECT	TEMP	
0 - 4	159	138	9	10	160	6	1	111	297
5 - 9	70	67	14	65	34	3	0	21	137
10 - 14	54	42	30	48	14	2	0	2	96
15 - 19	71	43	55	38	17	1	0	3	114
20 - 24	17	17	16	6	8	1	1	2	34
25 -29	4	5	5	4	0	0	0	0	9
30+	2	1	2	0	1	0	0	0	3
TOTAL	377	313	131	171	234	13	2	139	690

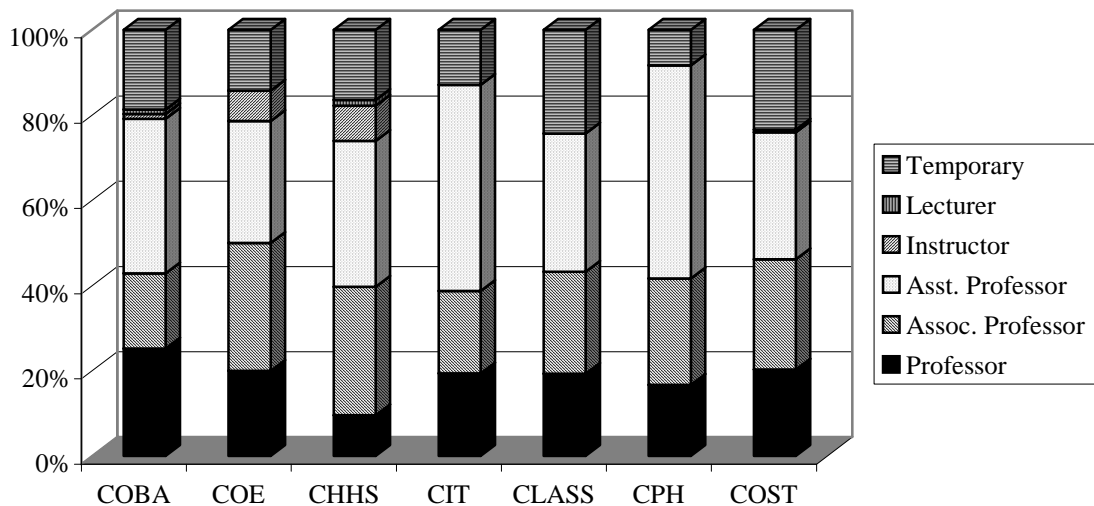
Note: About 43.0% of the faculty have fewer than 5 years of service at Georgia Southern University.

Source: Office of the Provost and Vice President for Academic Affairs, August 6, 2007

Full Time Faculty Rank by College, Fall 2006

	COBA	COE	CHHS	CIT	CLASS	CPH	COST
Professor	23	14	7	6	46	2	32
Assoc. Professor	16	21	22	6	57	3	41
Asst. Professor	33	20	25	15	77	6	47
Instructor	1	5	6				1
Lecturer	1		1				
Temporary ^a	17	10	12	4	58	1	37
Total	91	70	73	31	238	12	158

^aTemporary and visiting faculty employed on a one-year contract.



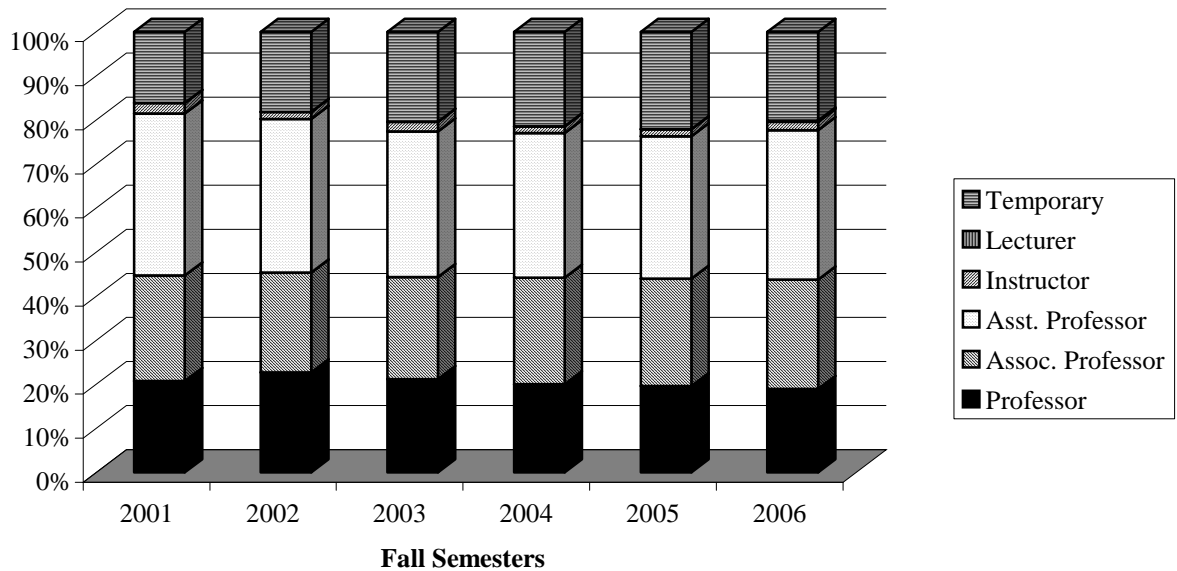
COBA - College of Business Administration, COE - College of Education, CHHS - College of Health & Human Sciences, CIT - College of Information Technology, LIB - Library, CLASS - College of Liberal Arts & Social Sciences, CPH - Jiann-Ping Hsu College of Public Health, COST - College of Science & Technology

Source: Office of the Provost and Vice President for Academic Affairs, August 6, 2007

Full Time Faculty Rank Distribution by Fall Semester

	2001	2002	2003	2004	2005	2006
Professor	130	139	136	130	133	131
Assoc. Professor	150	139	149	157	166	171
Asst. Professor	230	213	212	213	219	234
Instructor	15	10	14	10	11	13
Lecturer	n/a	n/a	n/a	n/a	n/a	2
Temporary ^a	101	111	131	139	150	139
Total	626	612	642	649	679	690

^aTemporary and visiting faculty employed on a one-year contract.



College of Business Administration Faculty, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	M	D	EDS	M	P	O	T	ON	NTT	NOT	
+ADMIN	N:	1	3	3	1				4					4				4
	%:	25.0%	75.0%	75.0%	25.0%				100.0%					100.0%				
PROF	N:	18	5	22	1				23					21	2			23
	%:	78.3%	21.7%	95.7%	4.3%				100.0%					91.3%	8.7%			
ASOP	N:	14	2	14	1	1			16					16				16
	%:	87.5%	12.5%	87.5%	6.3%	6.3%			100.0%					100.0%				
ASTP	N:	21	12	26	3	4			29		3		1	4	29			33
	%:	63.6%	36.4%	78.8%	9.1%	12.1%			87.9%		9.1%		3.0%	12.1%	87.9%			
INST	N:		1		1						1					1		1
	%:		100.0%		100.0%						100.0%					100.0%		
LECT	N:	1		1							1					1		1
	%:	100.0%		100.0%							100.0%					100.0%		
TEMP	N:	4	13	15	1	1					16		1		16	1		17
	%:	23.5%	76.5%	88.2%	5.9%	5.9%					94.1%		5.9%		94.1%	5.9%		
PT	N:	4	1	5					1		4			2			3	5
	%:	80.0%	20.0%	100.0%					20.0%		80.0%			40.0%			60.0%	
FT REG	N:	54	20	63	6	5			68		5		1	41	31	2		74
	%:	73.0%	27.0%	85.1%	8.1%	6.8%			91.9%		6.8%		1.4%	55.4%	41.9%	2.7%		
FT TEMP	N:	4	13	15	1	1					16		1		16	1		17
	%:	23.5%	76.5%	88.2%	5.9%	5.9%					94.1%		5.9%		94.1%	5.9%		
FT TOT	N:	58	33	78	7	6			68		21		2	41	47	3		91
	%:	63.7%	36.3%	85.7%	7.7%	6.6%			74.7%		23.1%		2.2%	45.1%	51.6%	3.3%		
*RNK TOT	N:	59	36	81	8	6			72		21		2	45	47	3		95
	%:	62.1%	37.9%	85.3%	8.4%	6.3%			75.8%		22.1%		2.1%	47.4%	49.5%	3.2%		

+Refers to administrators who hold faculty rank in COBA and spend 50% or more of their time in non-instructional activities:
Bleicken, Hazeldine, M. Jones and Shiffler.

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave without pay for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	Not Tenured on Track
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Not in a Tenure Type Position
ASTP	Assistant Professor	H	Hispanic	P	Professional	NOT	Non Tenure Not on Track
INST	Instructor	M	Multi	O	Other		
LECT	Lecturer						
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

College of Education Faculty, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	M	D	EDS	M	P	O	T	ON	NTT	NOT	
+ADMIN	N:	1	5	5	1				5		1			5		1		6
	%:	16.7%	83.3%	83.3%	16.7%				83.3%		16.7%			83.3%		16.7%		
PROF	N:	10	4	13	1				14					14				14
	%:	71.4%	28.6%	92.9%	7.1%				100.0%					100.0%				
ASOP	N:	6	15	18	2	1			21					19	1	1		21
	%:	28.6%	71.4%	85.7%	9.5%	4.8%			100.0%					90.5%	4.8%	4.8%		
ASTP	N:	6	14	16	4				18		2			2	18			20
	%:	30.0%	70.0%	80.0%	20.0%				90.0%		10.0%			10.0%	90.0%			
INST	N:		5	5					1		4					5		5
	%:		100.0%	100.0%					20.0%		80.0%					100.0%		
LECT	N:																	0
	%:																	
TEMP	N:	4	6	7	3				3	1	6				10			10
	%:	40.0%	60.0%	70.0%	30.0%				30.0%	10.0%	60.0%				100.0%			
PT	N:	8	20	27	1				15	7	6			3			25	28
	%:	28.6%	71.4%	96.4%					53.6%	25.0%	21.4%			10.7%			89.3%	
FT REG	N:	22	38	52	7	1			54		6			35	19	6		60
	%:	36.7%	63.3%	86.7%	11.7%	1.7%			90.0%		10.0%			58.3%	31.7%	10.0%		
FT TEMP	N:	4	6	7	3				3	1	6				10			10
	%:	40.0%	60.0%	70.0%	30.0%				30.0%	10.0%	60.0%				100.0%			
FT TOT	N:	26	44	59	10	1			57	1	12			35	29	6		70
	%:	37.1%	62.9%	84.3%	14.3%	1.4%			81.4%	1.4%	17.1%			50.0%	41.4%	8.6%		
*RNK TOT	N:	27	49	64	11	1			62	1	13			40	29	7		76
	%:	35.5%	64.5%	84.2%	14.5%	1.3%			81.6%	1.3%	17.1%			52.6%	38.2%	9.2%		

+Refers to administrators who hold faculty rank in COE and spend 50% or more of their time in non-instructional activities: Bonham, Chance, Heaston, Kenney, Nettles and Rakestraw.

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave without pay for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	Not Tenured on Track
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Not in a Tenure Type Position
ASTP	Assistant Professor	H	Hispanic	P	Professional	NOT	Non Tenure Not on Track
INST	Instructor	M	Multi	O	Other		
LECT	Lecturer						
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

College of Health & Human Sciences Faculty, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	M	D	EDS	M	P	O	T	ON	NTT	NOT	
+ADMIN	N:	2	1	3					3					3				3
	%:	66.7%	33.3%	100.0%					100.0%					100.0%				
PROF	N:	4	3	7					7					6	1			7
	%:	57.1%	42.9%	100.0%					100.0%					85.7%	14.3%			
ASOP	N:	9	13	19	2	1			22					21	1			22
	%:	40.9%	59.1%	86.4%	9.1%	4.5%			100.0%					95.5%	4.5%			
ASTP	N:	7	18	21	2	2			18	1	6			3	21	1		25
	%:	28.0%	72.0%	84.0%	8.0%	8.0%			72.0%	4.0%	24.0%			12.0%	84.0%	4.0%		
INST	N:		6	4	1	1			2		4					6		6
	%:		100.0%	66.7%	16.7%	16.7%			33.3%		66.7%					100.0%		
LECT	N:		1	1							1					1		1
	%:		100.0%	100.0%							100.0%					100.0%		
TEMP	N:	5	7	12					1		10		1		10	2		12
	%:	41.7%	58.3%	100.0%					8.3%		83.3%		8.3%		83.3%	16.7%		
PT	N:	1	1	2						1	1			1			1	2
	%:	50.0%	50.0%	100.0%						50.0%	50.0%			50.0%			50.0%	
FT REG	N:	20	41	52	5	4			49	1	11			30	23	8		61
	%:	32.8%	67.2%	85.2%	8.2%	6.6%			80.3%	1.6%	18.0%			49.2%	37.7%	13.1%		
FT TEMP	N:	5	7	12					1		10		1		10	2		12
	%:	41.7%	58.3%	100.0%					8.3%		83.3%		8.3%		83.3%	16.7%		
FT TOT	N:	25	48	64	5	4			50	1	21		1	30	33	10		73
	%:	34.2%	65.8%	87.7%	6.8%	5.5%			68.5%	1.4%	28.8%		1.4%	41.1%	45.2%	13.7%		
*RNK TOT	N:	27	49	67	5	4			53	1	21		1	33	33	10		76
	%:	35.5%	64.5%	88.2%	6.6%	5.3%			69.7%	1.3%	27.6%		1.3%	43.4%	43.4%	13.2%		

+Refers to administrators who hold faculty rank in CHHS and spend 50% or more of their time in non-instructional activities:
Cone, Richards and Whitt.

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave without pay for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	Not Tenured on Track
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Not in a Tenure Type Position
ASTP	Assistant Professor	H	Hispanic	P	Professional	NOT	Non Tenure Not on Track
INST	Instructor	M	Multi	O	Other		
LECT	Lecturer						
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

College of Information Technology, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	M	D	EDS	M	P	O	T	ON	NTT	NOT	
+ADMIN	N:	2		2					2					2				2
	%:	100.0%		100.0%					100.0%					100.0%				
PROF	N:	5	1	5		1			6					6				6
	%:	83.3%	16.7%	83.3%		16.7%			100.0%					100.0%				
ASOP	N:	6		6					6					5	1			6
	%:	100.0%		100.0%					100.0%					83.3%	16.7%			
ASTP	N:	8	7	8	1	6			14		1			2	13			15
	%:	53.3%	46.7%	53.3%	6.7%	40.0%			93.3%		6.7%			13.3%	86.7%			
INST	N:																	0
	%:																	
LECT	N:																	0
	%:																	
TEMP	N:	2	2	3	1				1		3				4			4
	%:	50.0%	50.0%	75.0%	25.0%				25.0%		75.0%				100.0%			
PT	N:	1		1					1					1				1
	%:	100.0%		100.0%					100.0%					100.0%				
FT REG	N:	19	8	19	1	7			26		1			13	14			27
	%:	70.4%	29.6%	70.4%	3.7%	25.9%			96.3%		3.7%			48.1%	51.9%			
FT TEMP	N:	2	2	3	1				1	0	3				4			4
	%:	50.0%	50.0%	75.0%	25.0%				25.0%		75.0%				100.0%			
FT TOT	N:	21	10	22	2	7			27		4			13	18			31
	%:	67.7%	32.3%	71.0%	6.5%	22.6%			87.1%		12.9%			41.9%	58.1%			
*RNK TOT	N:	23	10	24	2	7			29		4			15	18			33
	%:	69.7%	30.3%	72.7%	6.1%	21.2%			87.9%		12.1%			45.5%	54.5%			

+Refers to administrators who hold faculty rank in CIT and spend 50% or more of their time in non-instructional activities: Bradford and Reichgelt.

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave without pay for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	Not Tenured on Track
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Not in a Tenure Type Position
ASTP	Assistant Professor	H	Hispanic	P	Professional	NOT	Non Tenure Not on Track
INST	Instructor	M	Multi	O	Other		
LECT	Lecturer						
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

College of Liberal Arts & Social Sciences Faculty, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	M	D	EDS	M	P	O	T	ON	NTT	NOT	
+ADMIN	N:	3	2	5					5					4		1		5
	%:	60.0%	40.0%	100.0%					100.0%					80.0%		20.0%		
PROF	N:	30	16	45	1				42		4			46				46
	%:	65.2%	34.8%	97.8%	2.2%				91.3%		8.7%			100.0%				
ASOP	N:	35	22	53	2	2			51		6			56	1			57
	%:	61.4%	38.6%	93.0%	3.5%	3.5%			89.5%		10.5%			98.2%	1.8%			
ASTP	N:	35	42	61	7	4	5		62		15			20	54	3		77
	%:	45.5%	54.5%	79.2%	9.1%	5.2%	6.5%		80.5%		19.5%			26.0%	70.1%	3.9%		
INST	N:																	0
	%:																	
LECT	N:																	0
	%:																	
TEMP	N:	22	36	52	4		2		10		46		2		58			58
	%:	37.9%	62.1%	89.7%	6.9%		3.4%		17.2%		79.3%		3.4%		100.0%			
PT	N:	9	14	21	1	1			7		14		2	1			22	23
	%:	39.1%	60.9%	91.3%	4.3%	4.3%			30.4%		60.9%		8.7%	4.3%			95.7%	
FT REG	N:	100	80	159	10	6	5		155		25			122	55	3		180
	%:	55.6%	44.4%	88.3%	5.6%	3.3%	2.8%		86.1%		13.9%			67.8%	30.6%	1.7%		
FT TEMP	N:	22	36	52	4		2		10	0	46		2		58			58
	%:	37.9%	62.1%	89.7%	6.9%		3.4%		17.2%		79.3%		3.4%		100.0%			
FT TOT	N:	122	116	211	14	6	7		165		71		2	122	113	3		238
	%:	51.3%	48.7%	88.7%	5.9%	2.5%	2.9%		69.3%		29.8%		0.8%	51.3%	47.5%	1.3%		
*RNK TOT	N:	125	118	216	14	6	7		170		71		2	126	113	4		243
	%:	51.4%	48.6%	88.9%	5.8%	2.5%	2.9%		70.0%		29.2%		0.8%	51.9%	46.5%	1.6%		

+Refers to administrators who hold faculty rank in CLASS and spend 50% or more of their time in non-instructional activities:
Edenfield, Engel, Grube, Hudak and Ricker.

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave without pay for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	Not Tenured on Track
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Not in a Tenure Type Position
ASTP	Assistant Professor	H	Hispanic	P	Professional	NOT	Non Tenure Not on Track
INST	Instructor	M	Multi	O	Other		
LECT	Lecturer						
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

College of Public Health, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	M	D	EDS	M	P	O	T	ON	NTT	NOT	
+ADMIN	N:	1		1					1					1				1
	%:	100.0%		100.0%					100.0%					100.0%				
PROF	N:	2		2					2					1		1		2
	%:	100.0%		100.0%					100.0%					50.0%		50.0%		
ASOP	N:	3		3					3					1	2			3
	%:	100.0%		100.0%					100.0%					33.3%	66.7%			
ASTP	N:	1	5	4	1			1	6						6			6
	%:	16.7%	83.3%	66.7%	16.7%			16.7%	100.0%						100.0%			
INST	N:																	0
	%:																	
LECT	N:																	0
	%:																	
TEMP	N:		1	1							1				1			1
	%:		100.0%	100.0%							100.0%				100.0%			
PT	N:																	0
	%:																	
FT REG	N:	6	5	9	1				11					2	8	1		11
	%:	54.5%	45.5%	81.8%	9.1%				100.0%					18.2%	72.7%	9.1%		
FT TEMP	N:		1	1		0					1				1			1
	%:		100.0%	100.0%							100.0%				100.0%			
FT TOT	N:	6	6	10	1				11		1			2	9	1		12
	%:		50.0%	83.3%					91.7%		8.3%			16.7%	75.0%	8.3%		
*RNK TOT	N:	7	6	11	1				12		1			3	9	1		13
	%:	53.8%	46.2%	84.6%	7.7%				92.3%		7.7%			23.1%	69.2%	7.7%		

+Refers to administrators who hold faculty rank in COPH and spend 50% or more of their time in non-instructional activities:
Hardy.

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave without pay for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	Not Tenured on Track
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Not in a Tenure Type Position
ASTP	Assistant Professor	H	Hispanic	P	Professional	NOT	Non Tenure Not on Track
INST	Instructor	M	Multi	O	Other		
LECT	Lecturer						
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

College of Science & Technology Faculty, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	M	D	EDS	M	P	O	T	ON	NTT	NOT	
+ADMIN	N:	4	1	5					5					4		1		5
	%:	80.0%	20.0%	100.0%					100.0%					80.0%		20.0%		
PROF	N:	29	3	28		4			31		1			32				32
	%:	90.6%	9.4%	87.5%		12.5%			96.9%		3.1%			100.0%				
ASOP	N:	29	12	33	2	5	1		39		2			39	2			41
	%:	70.7%	29.3%	80.5%	4.9%	12.2%	2.4%		95.1%		4.9%			95.1%	4.9%			
ASTP	N:	29	18	35	4	7	1		40	1	5		1	3	40	4		47
	%:	61.7%	38.3%	74.5%	8.5%	14.9%	2.1%		85.1%	2.1%	10.6%		2.1%	6.4%	85.1%	8.5%		
INST	N:		1	1							1					1		1
	%:		100.0%	100.0%							100.0%					100.0%		
LECT	N:																	0
	%:																	
TEMP	N:	24	13	30	1	6			19	2	16				37			37
	%:	64.9%	35.1%	81.1%	2.7%	16.2%			51.4%	5.4%	43.2%				100.0%			
PT	N:	9	2	10	1				5	1	2		3	2			9	11
	%:	81.8%	18.2%	90.9%	9.1%				45.5%	9.1%	18.2%		27.3%	18.2%			81.8%	
FT REG	N:	87	34	97	6	16	2		110	1	9		1	74	42	5		121
	%:	71.9%	28.1%	80.2%	5.0%	13.2%	1.7%		90.9%	0.8%	7.4%		0.8%	61.2%	34.7%	4.1%		
FT TEMP	N:	24	13	30	1	6			19	2	16				37			37
	%:	64.9%	35.1%	81.1%	2.7%	16.2%			51.4%	5.4%	43.2%				100.0%			
FT TOT	N:	111	47	127	7	22	2		129	3	25		1	74	79	5		158
	%:	70.3%	29.7%	80.4%	4.4%	13.9%	1.3%		81.6%	1.9%	15.8%		0.6%	46.8%	50.0%	3.2%		
*RNK TOT	N:	115	48	132	7	22	2		134	3	25		1	78	79	6		163
	%:	70.6%	29.4%	81.0%	4.3%	13.5%	1.2%		82.2%	1.8%	15.3%		0.6%	47.9%	48.5%	3.7%		

+Refers to administrators who hold faculty rank in COST and spend 50% or more of their time in non-instructional activities:
Asher, Danilowicz, Diebolt, Jones, G., and Navaee.

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave without pay for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	Not Tenured on Track
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Not in a Tenure Type Position
ASTP	Assistant Professor	H	Hispanic	P	Professional	NOT	Non Tenure Not on Track
INST	Instructor	M	Multi	O	Other		
LECT	Lecturer						
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

Library Faculty, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	M	D	EDS	M	P	O	T	ON	NTT	NOT	
+ADMIN	N:	1	1	2					2					2				2
	%:	50.0%	50.0%	100.0%					100.0%					100.0%				
PROF	N:																	0
	%:																	
ASOP	N:	1	4	3	2				1		4			5				5
	%:	20.0%	80.0%	60.0%	40.0%				20.0%		80.0%			100.0%				
ASTP	N:	6	4	9		1			1		9			6	4			10
	%:	60.0%	40.0%	90.0%		10.0%			10.0%		90.0%			60.0%	40.0%			
INST	N:																	0
	%:																	
LECT	N:																	
	%:																	
TEMP	N:																	0
	%:																	
PT	N:																	0
	%:																	
FT REG	N:	7	8	12	2	1			2		13			11	4			15
	%:	46.7%	53.3%	80.0%	13.3%	6.7%			13.3%		86.7%			73.3%	26.7%			
FT TEMP	N:																	0
	%:																	
FT TOT	N:	7	8	12	2	1			2		13			11	4			15
	%:	46.7%	53.3%	80.0%	13.3%	6.7%			13.3%		86.7%			73.3%	26.7%			
*RNK TOT	N:	8	9	14	2	1			4		13			13	4			17
	%:	47.1%	52.9%	82.4%	11.8%	5.9%			23.5%		76.5%			76.5%	23.5%			

+Refers to administrators who hold faculty rank in the Library and spend 50% or more of their time in non-instructional activities: Hamilton and Mitchell.

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave without pay for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	Not Tenured on Track
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Not in a Tenure Type Position
ASTP	Assistant Professor	H	Hispanic	P	Professional	NOT	Non Tenure Not on Track
INST	Instructor	M	Multi	O	Other		
LECT	Lecturer						
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

Academic Affairs Faculty, Fall 2006

		Sex		Race					Highest Degree Earned					Tenure				Total
		M	F	W	B	A	H	M	D	EDS	M	P	O	T	ON	NTT	NOT	
+ADMIN	N:		1	1					1					1				1
	%:		100.0%	100.0%					100.0%					100.0%				
PROF	N:		1	1					1					1				1
	%:		100.0%	100.0%					100.0%					100.0%				
ASOP	N:																	0
	%:																	
ASTP	N:	1		1					1							1		1
	%:	100.0%		100.0%					100.0%							100.0%		
INST	N:																	0
	%:																	
LECT	N:																	0
	%:																	
TEMP	N:																	0
	%:																	
PT	N:	1	3	4					1		3			2			2	4
	%:		75.0%	100.0%					25.0%		75.0%			50.0%			50.0%	
FT REG	N:	1	1	2					2					1		1		2
	%:	50.0%	50.0%	100.0%					100.0%					50.0%		50.0%		
FT TEMP	N:																	0
	%:																	
FT TOT	N:	1	1	2					2					1		1		2
	%:	50.0%	50.0%	100.0%					100.0%					50.0%		50.0%		
*RNK TOT	N:	1	2	3					3					2		1		3
	%:	33.3%	66.7%	100.0%					100.0%					66.7%		33.3%		

+Refers to administrators who hold faculty rank and spend 50% or more of their time in non-instructional activities: Shumaker.

*Rank total includes full-time faculty administrators, but excludes part-time faculty.

NOTE: Excludes faculty on leave without pay for academic year 2006-07, adjunct faculty and staff given rank in order to teach an occasional class.

Code Key

ADMIN	Administrator	W	White	D	Doctorate	T	Tenured
PROF	Professor	B	Black	EDS	Education Specialist	ON	Not Tenured on Track
ASOP	Associate Professor	A	Asian/Pacific Islander	M	Masters	NTT	Not in a Tenure Type Position
ASTP	Assistant Professor	H	Hispanic	P	Professional	NOT	Non Tenure Not on Track
INST	Instructor	M	Multi	O	Other		
LECT	Lecturer						
TEMP	Temporary & Visiting faculty employed on a 1-year contract						
PT	Part-time faculty						

Source: Office of the Provost and Vice President for Academic Affairs: December 2006.

Note: blank in a cell represents a count of zero

Full Time Faculty Tenure Profile by College & Department, Fall 2006

	TENURED	REGULAR ON-TRACK	TEMPORARY ON-TRACK	NTT and NOT ^a	TOTAL
COLLEGE OF BUSINESS ADMINISTRATION					
SCHOOL OF ACCOUNTING	10	8	7	1	26
FINANCE & QUANTITATIVE ANALYSIS	10	9	1	1	21
MANAGEMENT, MARKETING & LOGISTICS	13	7	6	1	27
SCHOOL OF ECONOMIC DEVELOPMENT	8	7	2	0	17
BUSINESS ADMINISTRATION TOTAL	41	31	16	3	91
COLLEGE OF EDUCATION					
CURRICULUM, FOUNDATIONS & RESEARCH	15	1	3	1	20
LEADERSHIP, TECHNOLOGY & HUMAN DEVELOPMENT	7	11	2	0	20
TEACHING & LEARNING	13	7	5	5	30
EDUCATION TOTAL	35	19	10	6	70
COLLEGE OF HEALTH & HUMAN SCIENCES					
HOSPITALITY, TOURISM, & FCS	10	8	4	3	25
PUBLIC HEALTH	12	8	5	1	26
NURSING	8	7	1	6	22
HEALTH & HUMAN SCIENCES TOTAL	30	23	10	10	73
COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES					
ART	9	3	8	0	20
COMMUNICATION ARTS	7	11	7	0	25
FOREIGN LANGUAGES	10	5	3	1	19
HISTORY	18	5	3	0	26
LITERATURE & PHILOSOPHY	15	4	4	0	23
MUSIC	11	5	2	0	18
POLITICAL SCIENCE	13	9	3	0	25
PSYCHOLOGY	9	5	2	0	16
SOCIOLOGY & ANTHROPOLOGY	8	4	4	0	16
WRITING & LINGUISTICS	22	4	22	2	50
LIBERAL ARTS & SOCIAL SCIENCES TOTAL	122	55	58	3	238
COLLEGE OF SCIENCE & TECHNOLOGY					
BIOLOGY	21	10	4	0	35
CHEMISTRY	12	3	4	0	19
GEOLOGY & GEOGRAPHY	6	5	3	0	14
MATHEMATICAL SCIENCES	18	9	16	5	48
PHYSICS	6	2	3	0	11
CONSTRUCTION MANAGEMENT	1	5	3	0	9
MECHANICAL ENGINEERING	10	8	4	0	22
SCIENCE & TECHNOLOGY TOTAL	74	42	37	5	158
COLLEGE OF INFORMATION TECHNOLOGY					
INFORMATION SYSTEMS	7	5	4	0	16
COMPUTER SCIENCES	4	5	0	0	9
INFORMATION TECHNOLOGY	2	4	0	0	6
INFORMATION TECHNOLOGY TOTAL	13	14	4	0	31
COLLEGE OF PUBLIC HEALTH	2	8	1	1	12
LIBRARY	11	4	0	0	15
ACADEMIC SERVICES	1	0	0	1	2
UNIVERSITY TOTAL	327	188	135	28	690

Note: Excludes administrators who hold faculty rank and faculty who are on leave.

^a Non-Tenure Track

Source: Office of the Provost and Vice President for Academic Affairs, August 9, 2007

Graduate Faculty by Rank & Gender, Fall 2006

	Professor	Associate Professor	Assistant Professor	Instructor	Part-Time	Temporary	Adjunct	Total
Member Graduate Faculty								
Male	90	88	66	0	6	1	0	251
Female	33	72	50	0	0	1	1	157
Total	123	160	116	0	6	2	1	408
Affiliate Graduate Faculty								
Male	1	1	4	0	4	5	11	26
Female	0	0	12	3	17	2	8	42
Total	1	1	16	3	21	7	19	68
Grand Total	124	161	132	3	27	9	20	476

Note: Excludes faculty with administrative duties

Source: Office of the Provost and Vice President for Academic Affairs, August 9, 2007

Average Salary by Rank & College, Fiscal Year 2007

	CLASS	COBA	COE	COST	CHHS	CIT	COPH	Overall
PROF	62,460	99,762	66,343	68,687	73,275	98,049		73,260
N:	40	20	12	25	4	4		105
ASOP	52,513	75,695	56,881	55,253	59,345	83,490	68,100	58,178
N:	53	15	19	41	22	5	3	158
ASTP	46,792	77,710	46,582	50,403	52,013	78,266	66,117	55,459
N:	73	33	20	43	24	15	6	214
INST								
N:	0	0	0	0	0	0	0	0
Overall	52,394	83,751	55,069	56,421	56,940	82,652	63,444	60,278
N:	166	68	51	109	50	24	9	477

Notes: The FY2007 analysis, in compliance with Board of Regents' guidelines, examines the salaries of regular full-time teaching faculty who are on a nine-month, state-appropriated contract and who are tenured or on a tenure-track line but who do not have Yamacraw, department chair or endowed chair responsibilities. Acting chairs are included in the computation because their base salaries do not change as a result of their acting chair responsibilities. Temporary faculty are not included.

Source: Office of the Provost and Vice President for Academic Affairs, August 9, 2007

Faculty Research Awards, Fiscal Year 2007

Faculty Name	Research	Award
Robert Batchelor	"London: The Emergence of a Global City"	5,099.00
Sonny Butler <i>Cheryl Aasheim</i>	" 2006-2007 Workforce Needs Survey for Information Technology"	3,500.00
Chris Cutler	"The role of water channel proteins in the control of hydration levels in sharks and hagfish"	10,055.00
<i>Dan Czech</i> <i>Bary Joyner</i> <i>June Alberto</i>	"Health Literacy Levels Among Adult Support Group Members and the General Adult Public"	3,745.00
Nirmal Das	"Monitoring Concrete Strength Gain at Early Age Using Ultrasonic Technique"	8,629.00
Chris Gibson <i>Steven Engel</i>	"The Geopolitics of American Identity as seen in the Pages of Captain America Comic Books"	9,969.98
Goran Lesaja	"Social Disorganization, Rural Neighborhoods, and Quality of Life Among Residents: Exploring Within and Between Neighborhood Differences"	5,800.00
Mark Morvant	"Synthesis and Electrochemical Analysis of N,N,N,N-Tetremethyl-4,12-diamino[2.2]paracyclophane	8,639.00
Frederic Mynard	"Applications of generalized topology"	10,000.00
John Nauright	"The Emergence of Golf as a Transatlantic Popular Passion c1850-1913"	9,992.00
Oscar Pung	"Why are some grass shrimp more susceptible to parasite infection than others?"	5,600.00
Shakil Quayes	"Impact of Informal Primary Education on the Performance of Girls in Bangladesh"	1,800.00
Richard Repp	"The Effect of Recording Quality on Judgement of Recorded Music Auditions Phase 2"	1,659.88
Jianping Wang	"Macro and Micro: Functional Reactive Language Design for Wireless Sensor Networks."	8,500.00
Karen Welch	"Computer-Based Rational Design of Glycomimetic Lead Compounds"	9,922.66
Christine Whitlock	"Dragmacidin Alkaloids as Potential Anticancer Drugs"	9,840.00
Michelle Zjhra <i>James Hutcheon</i>	"Floral Adaptations to Pollinators"	10,000.00
Total Awarded		\$122,751.52

Notes: Faculty Names in italics are co-principle investigators. Awards are effective at the beginning of the fiscal year.

Source: Office of Research Services and Sponsored Programs.

Faculty Awards for Excellence

The Awards for Excellence Program was created to recognize and reward faculty for exceptional achievements and to provide continuing opportunities for faculty development. Recipients must be nominated by their colleagues or students and are selected through a peer review process.

The Award for Excellence in Contributions to Instruction is not an award for the best teacher or the most popular teacher, but an effort to honor contributions to the teaching-learning process at the institutional level. The recipient must demonstrate excellence in the classroom and beyond by making contributions to the discipline and to the overall institutional mission.

The Award for Excellence in Research/Creative Scholarly Activity seeks to recognize persons who excel in their research efforts in addition to fulfilling regular full-time teaching responsibilities.

The Award for Excellence in Service is designed to recognize and reward faculty who use their academic disciplines to provide non-compensated assistance to the community and region as well as in the academic arena.

Each recipient receives a summer contract to continue instructional, research, or service activities and to develop a mechanism for sharing expertise with faculty, staff, and students.

Excellence in Service	Excellence in Instruction	Excellence in Research
2006—2007		
Dr. Annette Laing Assistant Professor History	Dr. Jack White Professor of Finance & Quantitative Analysis	Dr. Daniel Gleason Associate Professor of Biology
Dr. Donna Saye Assistant Professor of Mathematics	Dr. Anthony Barilla Assistant Professor, School of Economic Development	Dr. Quenton Fang Associate Professor of Biology
2005—2006		
Dr. Mark Edwards Professor of Physics	Dr. Pranoti Asher Professor of Geology & Geography	Dr. Ming Fang He Associate Professor of Curriculum, Foundations and Reading
Ms. Chris B. Geyerman Associate Professor of Comm. Arts	Dr. Laura Regassa Assistant Professor of Biology	Dr. Oscar Pung Professor of Biology
2004—2005		
Dr. James Bigley Associate Professor of Hospitality, Tourism, & Family & Consumer Sci.	Dr. Thomas Case Professor of Information Systems	Dr. Bruce Schulte Associate Professor of Biology
Ms. Elfrieda Brown Assistant Professor of Public Health	Dr. Janie Wilson Associate Professor of Psychology	Dr. Edward Smith Professor of Psychology
2003—2004		
Dr. Helen Graf Associate Professor of Public Health	Dr. Todd Deal Professor of Chemistry	Dr. David Rostal Professor of Biology
Dr. Martha Schriver Associate Professor of Middle Grades And Secondary Education	Danette Wood Assistant Professor of Nursing	Dr. Lorne Wolfe Professor of Biology
2002—2003		
Dr. June Alberto Associate Professor of Nursing	Dr. Judith McLaughlin Professor of Health & Kinesiology	Dr. Richard Flynn Professor of Literature & Philosophy
Dr. Donald Drapalik Professor of Biology	Dr. Donna Saye Asst. Professor of Math/Computer Sci.	Dr. Xiao-Jun Wang Associate Professor of Physics

Full Time University Employees by Classification, Fall 2006

Classification	Male	Female	Black	White	All Other	Total
Executive/Admin/Managerial	62	43	6	99	0	105
Faculty	353	299	47	549	56	652
Other Professionals	175	220	63	323	9	395
Technical/Paraprofessionals	14	19	9	23	1	33
Clerical/Secretarial	22	256	68	207	3	278
Skilled Crafts	58	5	14	49	0	63
Service/Maintenance	127	128	167	87	1	255
Total n:	811	970	374	1,337	70	1,781
%:	46%	54%	21%	75%	4%	

Note: Certain positions hired as Faculty are classified for EEO purposes as Executive/Administrative; accounting for the discrepancy between faculty data in Faculty Section of this Fact Book and data in this table.

Source : Office of Human Resources.

Staff Awards of Excellence

The Staff Awards of Excellence program recognizes and rewards employees for outstanding job performance. Effective 1994, the Awards of Excellence are awarded to eight staff members.

2006 Award of Merit Winners		2005 Award of Merit Winners	
Donald Bracci	Public Safety	Rebecca Akins	Continuing Education
Patricia Byrd	Writing & Linguistics	Simon Bell	Information Technology Svcs.
Mary Egger	College of Education	Jill Forehand	University Advancement
Kathryn Gay	Chemistry	Vicki Hodges	Human Resources
Jody Kemp	Admissions	Shirley Inman	Legal Affairs
Deborah Kittrell-Mikell	Student Services Center (CHHS)	Gwendolyn Jackson	Physical Plant
Dianna McDaniel	Bursar's Office	Tim Metcalf	Business & Finance
Gail Williams	Student Affairs & Enrollment Management	Lanell VanLandingham	Athletics
2004 Award of Merit Winners		2003 Award of Merit Winners	
Robbie Ambler	Distance Learning	Ken Carrington	Postal Services
Faye Bacon	Office of the Registrar	David Churney	Physical Plant
Jodi Caldwell	Counseling Center	Hilda Crovatt	Student Disability Resource Ctr.
Kimberly Craig	Student Revenue Collection	Curt Erwin	University Housing
Joan Greenlees	Parking-Traffic Control	Dianne Hickman	College of Education
Anne Harris	Information Technology Svcs.	Roger Inman	Athletics
Janice Reynolds	Continuing Education	Melanie Mosley	Alumni Relations
Debbie Tyson	Business & Finance	William Session	Physical Plant

Source: Office of Human Resources

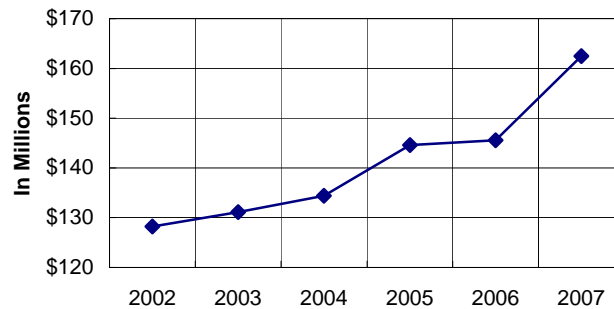
University Finance

Education and General Expenditures (E&G) by Fiscal Year (FY)^a

Fiscal Year	Expenditures	% Change
2002	\$128,226,735	-7.5
2003	131,123,677	2.3
2004	134,372,568	2.5
2005	144,558,908	7.6
2006	145,582,445	0.7
2007 ^b	162,541,695	11.6

6 year change : \$ 34,314,960

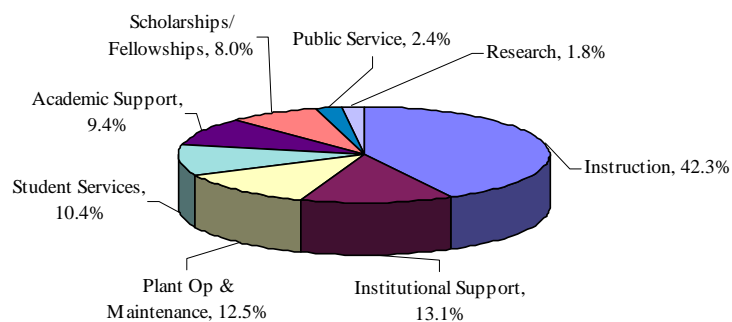
6 year % change : 26.8%



E&G Expenditures by Function and Object, FY 2007^b

	Personal Services	Travel	Operating Expenses	Equipment	Total Budget	% Total
Instruction	60,526,438	696,649	6,552,639	1,011,702	68,787,428	42.3
Research	1,670,106	214,925	1,968,059	66,784	3,919,874	2.4
Public Service	1,604,344	210,714	1,133,971	35,064	2,984,093	1.8
Academic Support	11,180,607	328,470	2,183,486	1,609,072	15,301,635	9.4
Student Services	11,212,512	402,927	4,178,991	1,037,853	16,832,283	10.4
Institutional Support	15,697,937	183,202	5,198,452	281,237	21,360,828	13.1
Plant Op & Maintenance	8,760,032	36,585	10,313,094	1,259,804	20,369,515	12.5
Scholarships/Fellowships			12,986,039		12,986,039	8.0
Total	\$110,651,976	\$2,073,472	\$44,514,731	\$5,301,516	\$162,541,695	100.0

Percentage of Total Expenditures by Function FY 2007

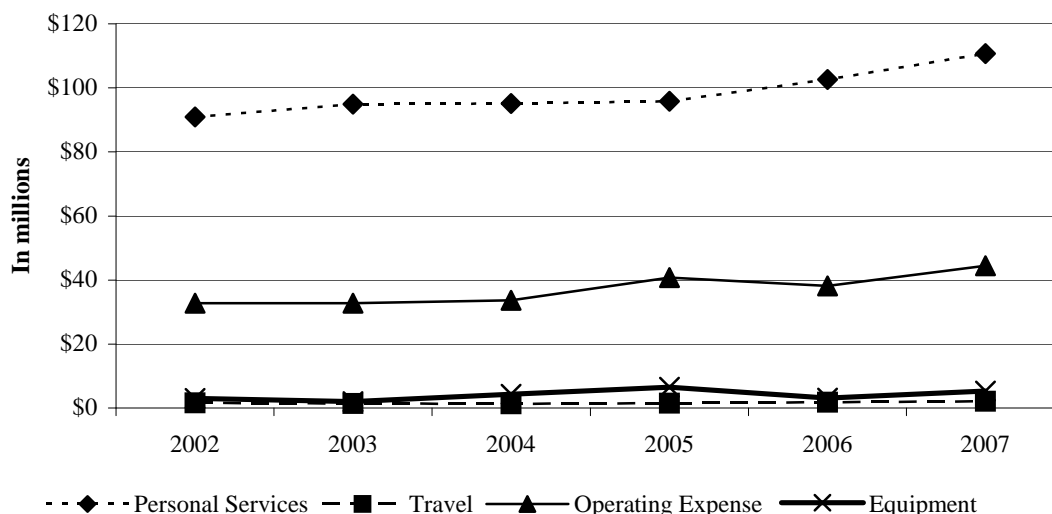


^a Beginning in FY2005 Governmental Accounting reporting standards changed the method used for reporting the Federal Direct Lending Student Loan program managed by Georgia Southern. Prior year revenues and expenditures have been restated in conformity with current reporting requirements for comparison purposes.

^b In FY 2007, in order to comply with the University's emphasis on Academic Excellence and the Campaign for National Distinction, additional resources were allocated in the areas of Instruction, Academic Support, and Capital Projects.

E&G Expenditures by Object, FY 2002—2007^a

Fiscal Year	Personal Services	% Change	Travel	% Change	Operating Expense	% Change	Equipment	% Change
2002	90,911,485	4.7	1,572,210	12.9	32,764,583	-25.8	2,978,457	-51.5
2003	94,899,559	4.4	1,439,573	-8.4	32,819,586	0.2	1,964,959	-34.0
2004	95,091,702	0.2	1,327,373	-7.8	33,701,629	2.7	4,251,864	116.4
2005	95,789,203	0.7	1,456,458	9.7	40,821,729	21.1	6,491,518	52.7
2006	102,569,742	7.1	1,754,765	20.5	38,191,764	-6.4	3,066,174	-52.8
2007 ^b	110,651,976	7.9	2,073,472	18.2	44,514,731	16.6	5,301,516	72.9



E&G Expenditures by Function, FY 2005—2007^a

Function	FY 2005	% of Total	FY 2006	% of Total	FY 2007 ^b	% of Total
Instruction by College						
Business Administration	8,777,880	6.1	9,375,651	6.4	10,326,059	6.4
Education	6,557,457	4.5	6,751,665	4.6	7,199,165	4.4
Health & Human Sciences	6,933,893	4.8	6,683,986	4.6	7,269,549	4.5
Information Technology	2,769,138	1.9	3,075,312	2.1	3,256,213	2.0
Liberal Arts & Social Sciences	16,744,944	11.6	17,866,082	12.3	18,513,765	11.4
Public Health ^c	---	---	---	---	---	---
Science & Technology	13,047,552	9.0	13,797,212	9.5	14,794,234	9.1
Academic Affairs & Others	5,702,825	3.9	5,709,133	3.9	7,428,443	4.6
Total Instruction	\$60,533,689	41.9%	\$63,259,041	43.5%	\$68,787,428	42.3%
Research	3,233,728	2.2	3,997,007	2.7	3,919,874	2.4
Public Service	2,232,500	1.5	2,981,215	2.0	2,984,093	1.8
Academic Support	12,462,325	8.6	13,548,652	9.3	15,301,635	9.4
Student Services	13,411,350	9.3	14,859,617	10.2	16,832,283	10.4
Institutional Support	16,907,366	11.7	19,426,880	13.3	21,360,828	13.1
Plant Operations & Maintenance	22,841,787	15.8	15,723,469	10.8	20,369,515	12.5
Scholarships & Fellowships	12,936,164	8.9	11,786,565	8.1	12,986,039	8.0
Total E & G Expenditures	\$144,558,909		\$145,582,445		\$162,541,695	

^a Beginning in FY2005 Governmental Accounting reporting standards changed the method used for reporting the Federal Direct Lending Student Loan program managed by Georgia Southern. Prior year revenues and expenditures have been restated in conformity with current reporting requirements for comparison purposes.

^b In FY 2007, in order to comply with the University's emphasis on Academic Excellence and the Campaign for National Distinction, additional resources were allocated in the areas of Instruction, Academic Support, and Capital Projects.

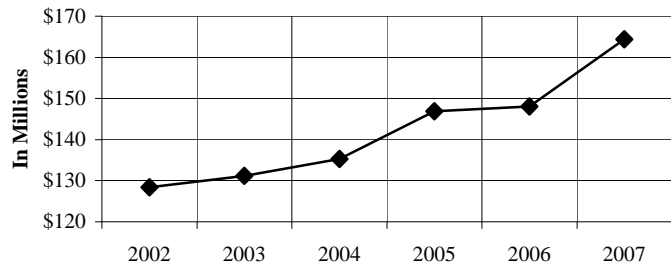
^c All expenditures in FY 2007 for the Jiann-Ping Hsu College of Public Health were recorded as Academic Support. The College was new as of Fall 2006.

Source: Office of the Controller

Education & General Revenue by Source, FY 2002-2007^a

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007 ^b
Tuition and Fees	33,551,224	36,686,349	40,542,368	45,415,990	51,055,690	53,173,812
State Appropriations	78,509,711	76,791,387	74,129,610	76,038,130	73,594,339	85,456,889
Grants and Contracts	13,625,019	14,576,724	17,304,225	18,853,496	18,252,496	19,863,012
Endowment, E&G only	27,996	79,092	69,150	71,237	73,396	158,194
Sales and Service	1,762,544	1,895,779	1,961,031	2,146,039	2,231,061	2,164,820
Other Sources	896,307	1,194,693	1,290,902	4,340,325	2,854,446	3,560,391
Total Revenue	\$128,372,801	\$131,224,024	\$135,297,286	\$146,865,217	\$148,061,428	\$164,377,118

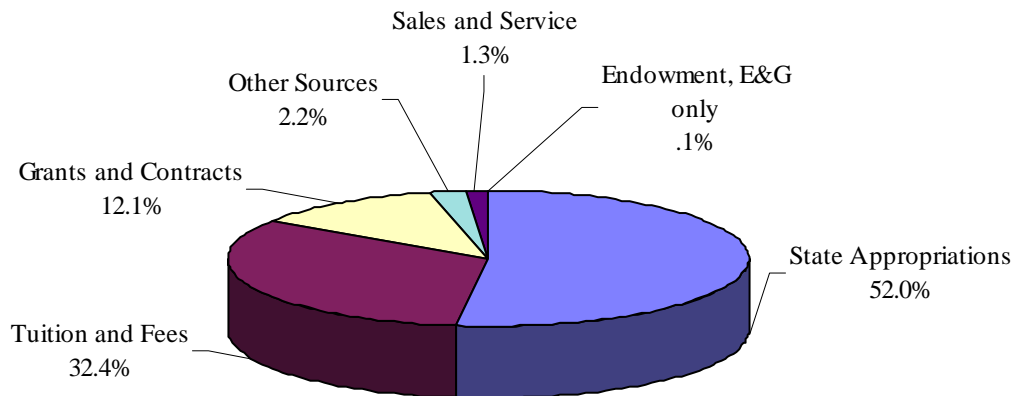
Fiscal Year	Revenue	% Change
2002	\$128,372,801	-7.3
2003	131,224,024	2.2
2004	135,297,286	3.1
2005	146,865,217	8.6
2006	148,061,428	0.8
2007 ^b	164,377,118	11.0



6 year change : \$ 36,004,317

6 year % change : 28.0 %

Percentage of Revenue by Source FY 2007



^a Beginning in FY2005 Governmental Accounting reporting standards changed the method used for reporting the Federal Direct Lending Student Loan program managed by Georgia Southern. Prior year revenues and expenditures have been restated in conformity with current reporting requirements for comparison purposes.

^b In FY 2007, Tuition Revenue increased due to the new Guaranteed Tuition Plan. State Appropriations increased as a result of prior year enrollment

Source: Office of the Controller

Grants & Contracts

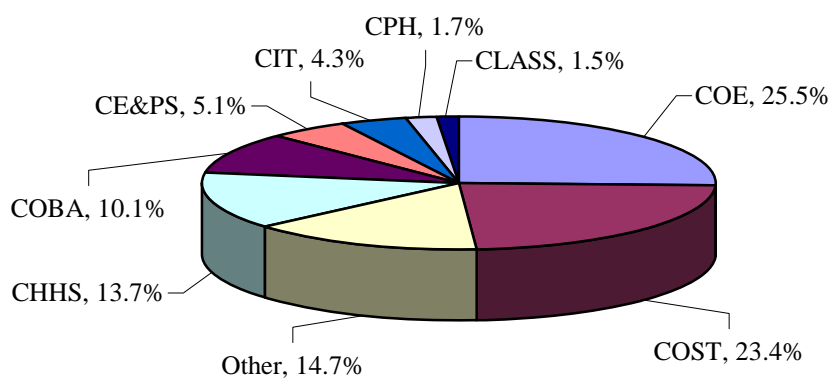
Sponsored Grants to Faculty for Scholarly Activity by Fiscal Year

Purpose	FY 00-01	FY 01-02	FY 02-03	FY 03-04	FY 04-05	FY 05-06
Research	1,597,679	2,307,547	1,633,916	1,746,822	1,988,534	1,411,943
Instruction/Public Service	2,658,208	5,062,269	2,373,698	3,700,758	4,154,840	4,041,170
Total	\$4,255,887	\$7,369,816	\$4,007,614	\$5,447,580	\$6,143,374	\$5,453,113

Sponsored Grants by College, FY 2006

College	#	Research	Instruction	Public Service	Total Value
COBA	7	\$416,171	\$172	\$130,000	\$546,343
COE	6		1,357,575	30,098	1,387,673
CHHS	6		310,922	436,060	746,982
CIT	2	230,000	3,600		233,600
CLASS	4		82,000		82,000
CPH	2		22,190	69,409	91,599
COST	18	1,114,412	151,278	6,000	1,271,690
CE&PS	6		70,500	204,320	274,820
Other ^a	5		798,406		798,406
Total	56	1,760,583	2,796,643	875,887	5,433,113

Percentages by Total Value



Note : Does not include Student Financial Aid Money.

^a Other - Associate VP for Academic Affairs and Dean of Graduate Studies, Associate VP for Academic Affairs and Dean of Undergraduate Studies, VP for Business & Finance, Vice President for Student Affairs and Dean of Students.

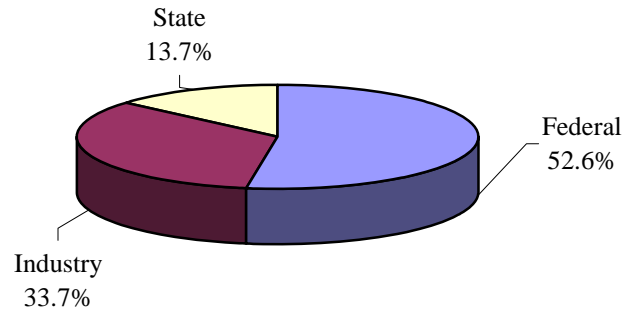
Key : COBA—College of Business Administration, COE—College of Education, CHHS—College of Health & Human Sciences, CIT—College of Information Technology, CLASS—College of Liberal Arts & Social Sciences, CPH—Jiann-Ping Hsu College of Public Health, COST—College of Science & Technology, CE&PS—Continuing Education & Public Service

Source: Office of Research Services and Sponsored Programs

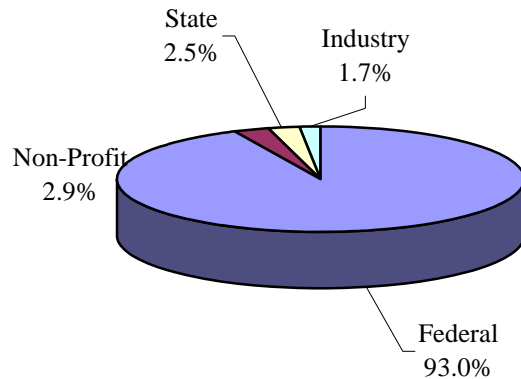
Source of Funds for Faculty Sponsored Grants, FY 2006

Purpose	Federal	State	Non-Profit	Industry	Total
Research	926,491	240,800	0	593,292	1,760,583
Instruction/Public Service	3,413,841	90,573	106,212	61,904	3,672,530
Total	\$4,340,332	\$331,373	\$106,212	\$655,196	\$5,433,113

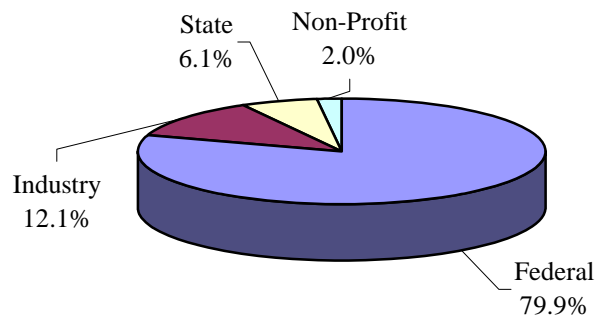
Research Grants by Source



Instructional/Public Service Grants by Source



Total Grants by Source



Cost of Attendance

Full Time Undergraduate

Fall 2006

Georgia Resident - No Dependents	
Books and/or Supplies	\$ 500.00
Fees	526.00
Personal Expenses	1,300.00
Room and Board	3,250.00
Transportation	1,000.00
Tuition	1,280.00
Total	7,856.00

Non Georgia Resident - No Dependents	
Books and Supplies	\$ 500.00
Fees	526.00
Personal Expenses	1,300.00
Room and Board	3,250.00
Transportation	1,100.00
Tuition	5,072.00
Total	11,748.00

Notes: Full Time Undergraduate—Enrolled in ≥ 12 credit hours. The rates are for new students. Continuing students may have a guaranteed rate

Source: Office of Student Fees

Georgia Southern University Foundation

The Georgia Southern University Foundation, Inc. is a non-profit corporation established in 1963 to raise and manage private dollars to enhance the mission of Georgia Southern University by funding projects and activities which are not funded through state allocations.

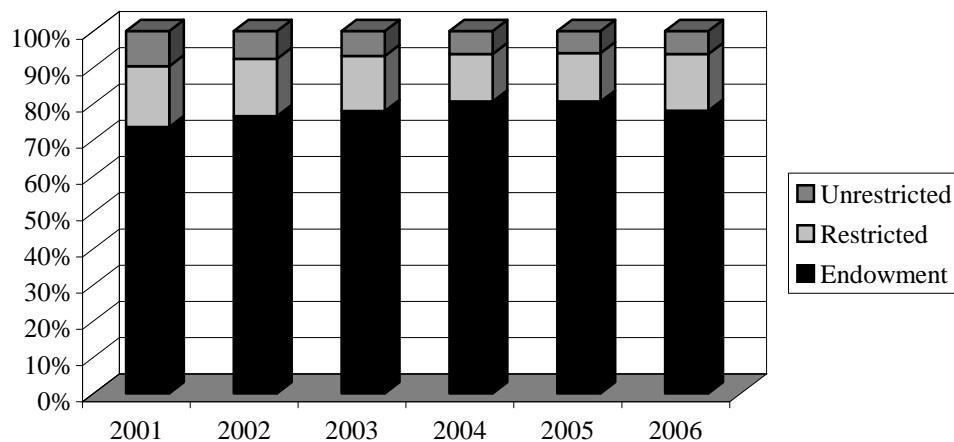
Examples of Support provided by the Georgia Southern University Foundation during the 2004—2005 Fiscal Year are :

Academic Projects/Faculty Development	\$ 25,000
Admissions	45,000
Arts Outreach	3,200
Marching Band	3,200
Scholarships	848,709

Fund Balances by Fiscal Year

Funds	2001	2002	2003	2004	2005	2006
Unrestricted	\$2,234,994	\$1,839,185	\$1,674,246	\$1,987,280	\$2,095,511	\$2,571,111
Restricted	3,876,003	3,804,763	3,684,469	4,049,750	4,623,944	6,292,506
Endowment	16,953,419	18,404,366	18,942,690	25,132,524	27,828,313	31,552,733
Total	23,064,416	24,048,314	24,301,405	31,169,554	34,547,768	40,416,350

Fund Balances



Library Statistics

	Academic Years					
Holdings	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
# of Bound volumes	541,535	549,945	561,413	568,551	577,172	588,997
# of Periodical titles	3,470	3,254	3,216	2,697	2,687	2,690
# of Separate govt. documents	670,491	681,576	693,620	706,174	719,819	728,690
# of Microform units ^a	848,869	864,932	877,364	884,997	888,272	889,184
# of Audiovisual materials ^b	29,003	28,807	28,871	28,913	29,059	29,118
Total Holdings^c	1,422,877	1,446,938	1,470,864	1,485,158	1,497,190	1,509,989
Library Activity						
Circulation Book Collection	44,654	40,294	39,612	40,167	35,090	31,486
Information: Reserve Collection	12,739	18,852	13,256	13,682	8,774	6,826
Interlibrary Loans: Borrowed	9,215	8,508	7,456	6,987	4,978	7,821
Interlibrary Loans: Loaned	8,305	9,210	9,964	8,778	7,850	10,925
Operating Expenditures	\$ 3,586,406	\$ 3,908,598	\$ 3,600,336	\$ 3,756,666	\$ 3,837,567	\$ 3,769,658

^a Microfilm & Microfiche

^b Cartographic, graphic, audio, film, video, and machine readable units.

^c Total Holdings are total titles and volumes less government documents.

Physical Facilities Inventory as of Fall 2006

	Year			Replacement
Facility	Occupied	SqFt	Initial Cost	Cost
Academic Buildings				
Academic Success Center	1987	7,000	281,000	420,000
Apparel & Interior Design 200	1975	750	43,000	89,280
Apparel & Interior Design 300	1975	1,116	64,000	67,680
Apparel & Interior Design 400	1975	1,116	64,000	60,000
Apparel & Interior Design 500	1975	846	49,000	89,280
Apparel & Interior Design 600	1975	846	49,000	67,680
Apparel & Interior Design Center	1975	3,838	221,000	307,040
Art Studio 810	1992	2,300	9,000	184,000
Arts Building	1937	52,056	417,000	4,685,040
Biology Building	1969	51,132	1,111,000	7,668,000
Biology Headhouse	1994	480	46,000	38,400
Bland Cottage	2000	1,317	10,000	125,115
Botanical Garden Administration	2000	2,315	10,000	254,650
Botanical Gardens Multipurpose	2002	800	44,000	76,000
Business Administration Building	1995	88,856	8,500,000	8,441,320
Carroll Building	1971	78,133	1,780,000	7,422,635
Carruth Building	1959	38,398	456,000	3,839,800
Center for Wildlife Education	1996	4,682	850,000	702,300
Ceramics Sculpture Studio	2000	22,686	1,194,000	944,585
Coastal Georgia Center	1998	52,433	10,000	3,770,360
Communication Arts	1990	12,240	577,000	1,162,800
Education Building	2000	104,760	12,026,000	n/a
Family & Consumer Science Building	1994	16,540	1,285,000	1,571,300
Family Life Center	1972	10,060	250,000	905,400
Forest Drive Classroom Building	1994	45,312	2,997,000	3,624,960
Foy Fine Arts	1967	69,485	1,478,000	7,295,925
Henderson Library	1975	237,099	4,126,000	12,025,620
Herty Building	1958	49,560	632,000	5,451,600
Hollis Building	1965	48,658	798,000	4,622,510
Information Technology	2003	138,988	24,118,000	n/a
Institute of Arthropodology & Parasitology	1960	3,603	49,000	342,285
Math Physics	1972	112,864	5,283,000	12,969,600
Military Science	1957	6,780	100,000	644,100
Nessmith Lane Continuing Education Building	1981	133,743	21,456,000	2,727,735
Newton Building	1972	41,806	951,000	3,971,570
Nursing I	1990	12,672	597,000	1,203,840
Nursing II	1992	11,500	555,000	1,035,000
Owl Barn	1997	144	5,000	15,840
Raptor Care	1997	2,261	62,000	248,710
Science & Nursing	2003	123,649	18,489,000	n/a
Technology Building	1995	80,868	7,800,000	8,086,800
Veazy Hall	1959	32,526	436,000	2,764,710
Weathervane Barn	2000	1,746	10,000	165,870
Wildlife Center	2004	1,560	90,000	148,200
Wildlife Center Pavilion	1999	2,547	10,000	241,965
Wildlife Display	1996	221	10,000	20,995
Williams Center	1958	39,278	576,000	3,731,410

(Continued on page 99)

Physical Facilities Inventory as of Fall 2006

(Continued from page 98)

Facility	Year Occupied	SqFt	Initial Cost	Replacement Cost
Administrative Buildings				
Administrative Annex	1988	7,000	281,000	420,000
Anderson Hall	1907	18,566	98,000	1,763,770
Auxiliary Services	1977	6,205	22,000	496,400
Building 805	1990	17,280	815,000	1,641,600
College Plaza Building	1995	20,800	123,000	1,560,000
Cone Hall	1954	30,485	352,000	2,591,225
Cowart Building	2000	3,060	321,000	n/a
Deal Hall	1907	18,561	95,000	1,763,295
Georgia Emergency Management	1979	2,009	92,000	190,855
Jo Eidson Alumni House	1954	4,909	50,000	368,175
Lewis Hall	1937	24,466	347,000	2,324,270
Marvin Pittman Administration Building	1907	42,577	192,000	4,044,815
Parking & Transportation	2005	3,050	500,000	n/a
Rosenwald Building	1937	43,977	637,000	4,177,815
Campus Support Buildings				
AlternateNetworkCenter-under construction	2005	1,500	452,000	n/a
Auxiliary Distribution Center	1991	21,000	678,000	945,000
Central Receiving Warehouse	1969	12,120	182,000	545,400
Electrical Switch House	1975	805	34,000	402,500
Equipment Transport Services Warehouse	1991	2,250	50,000	56,250
Forest Drive Energy Control	1994	2,490	186,000	871,500
Greenhouse 1	1974	800	4,000	24,000
Greenhouse 2	1974	800	4,000	24,000
Greenhouse 3	1974	800	4,000	24,000
Grounds Equipment Building	1974	2,400	4,000	60,000
Grounds Storage	1974	359	4,000	8,975
Grounds Storage 2	1991	240	6,000	6,000
Hazardous Materials Bldg	2005	2,525	250,000	n/a
MC Anderson Pavilion	2002	7,888	225,000	1,399,825
McAnderson Pump House	1997	221	3,000	3,315
McAnderson Storage Facility	2000	4,038	309,000	n/a
Mechanical Building (IT)	2003	3,596	513,000	n/a
Mechanical Building (S&N)	2002	2,752	411,000	n/a
Physical Plant Engineering	1991	4,931	313,000	367,500
Physical Plant Offices	1969	2,915	275,000	1,001,175
Physical Plant Shops 1	1969	11,398	10,000	166,425
Physical Plant Shops 2	1974	2,162	10,000	162,150
Public Safety	1992	7,000	551,000	665,000
Public Safety Annex	1991	480	5,000	12,000
Storage Building 813	1995	6,000	32,000	210,000
Storage Warehouse	1986	12,000	191,000	540,000
Tech 4	1987	288	2,000	4,320
Well House 1	1963	240	60,000	84,000
Physical Education/Recreation Buildings				
Field Support Building	1998	2,304	221,000	221,184
Hanner Complex	1955	158,163	1,675,000	15,816,300
Home Team Dugout	2004	1,502	30,000	n/a
Iron Works	1988	5,338	267,000	427,040

(Continued on page 100)

Physical Facilities Inventory as of Fall 2006

(Continued from page 99)

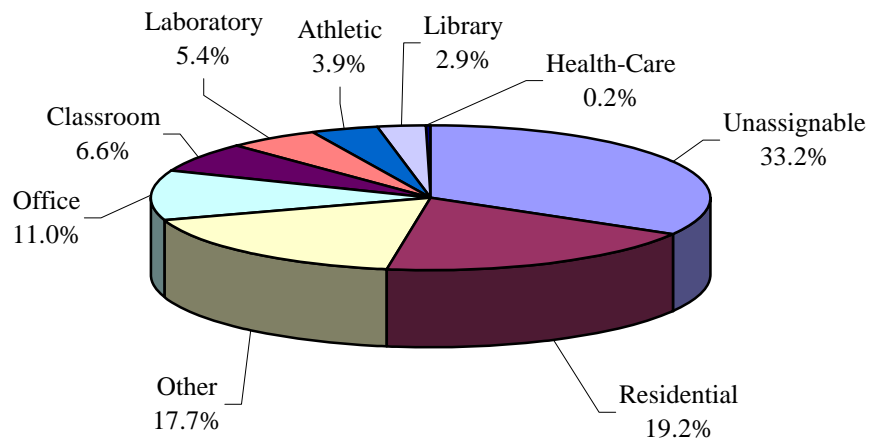
Facility	Year Occupied	SqFt	Initial Cost	Replacement Cost
J.I. Clements Center	2005	10,098	2,505,000	n/a
J.I. Clements Maintenance Bldg	2004	700	40,000	n/a
Parrish Football Center	2000	11,963	1,351,000	n/a
Paulson Stadium	1984	69,125	10,000	6,912,500
Recreational Activity Center	1998	214,593	7,600,000	7,638,336
Soccer/Track Field Support	2005	1,095	65,000	n/a
Soccer/Track Training Facility	2005	3,048	375,000	n/a
Sports Complex	1974	2,612	190,000	195,900
Visiting Team Dugout	2004	1,062	25,000	n/a
Wiggins Baseball Building	1997	6,030	452,000	452,250
WildlifeCtrCampground Restroom	2004	707	85,000	n/a
Residence Halls				
Brannen Hall	1963	29,685	448,000	2,523,225
Eagle Village 1	2005	153,420	11,506,000	13,807,800
Eagle Village 2	2005	154,276	11,571,000	13,884,840
Eagle Village Community Center	2005	10,345	900,000	1,080,000
Hendricks Hall	1963	30,348	451,000	2,579,580
Johnson Hall	1970	79,720	1,428,000	6,776,200
Kennedy Apartments	1998	94,552	6,559,000	6,433,830
Kennedy Suites	1998	58,061	35,970,000	3,519,360
Olliff Hall	1966	58,740	949,000	4,992,900
Sanford Hall	1937	32,197	1,400,000	2,736,745
Southern Courtyard - Bldg 1	2003	34,612	2,457,000	2,942,020
Southern Courtyard - Bldg 2	2003	34,796	2,470,000	2,957,660
Southern Courtyard - Bldg 3	2003	57,964	4,115,000	4,926,940
Southern Courtyard - Bldg 4	2003	57,964	4,115,000	4,926,940
Southern Courtyard Community Center	2003	5,094	382,000	432,990
Southern Pines - Building 1	2003	50,104	4,209,000	n/a
Southern Pines - Building 2	2003	50,104	4,209,000	n/a
Southern Pines - Building 3	2003	50,104	4,209,000	n/a
Southern Pines - Building 4	2003	50,104	4,209,000	n/a
Southern Pines - Building 5	2003	25,283	2,123,000	2,123,772
Southern Pines Community Center	2003	6,492	499,000	551,820
Watson Hall	1994	44,871	3,346,000	3,589,680
Watson Hall Commons	1994	25,296	1,886,000	2,023,680
Winburn Hall	1967	49,184	879,000	4,180,640
Student Support Buildings				
Counseling Center	1997	8,392	853,000	629,400
Health Services	1976	15,337	827,000	1,457,015
Lakeside Cafe	1991	14,375	1,500,000	1,293,750
Landrum Center	1968	40,582	835,000	3,652,380
Russell Union Building	1990	104,032	7,500,000	9,362,880
Student Activities	1998	16,295	14,991,000	1,466,550
University Store	1989	18,979	1,400,000	1,803,005

Source: Facilities Inventory Reporting System. Replacement Cost is from the Report "University System of Georgia Selected Building Information—Fiscal Year 1999".

Facilities Room Use as of Fall 2006

Room Use Type	SqFt	% of Total
Athletic	156,680	3.86
Classroom	266,480	6.57
Health-Care	6,701	0.17
Laboratory	220,585	5.44
Library	116,557	2.87
Office	445,756	10.98
Other ^a	719,806	17.74
Residential	777,881	19.17
Unassignable ^b	1,347,715	33.21
Total Gross Square Footage	4,058,161	
Total Net Assignable Square Footage	2,710,446	66.79

Room Use by Type



Note: Unassignable Gross Square Footage also includes buildings and areas under construction or renovation.

^a Other - Inactive Area, Alteration Area, Conversion Area, Unfinished Area, or, otherwise not categorized here.

^b Unassignable—Custodial Areas, Circulation Areas, Mechanical Areas, Public Bath Rooms, and Structural Area.

Source: Banner Facilities Tables as of Fall 2006.

NOTES:

[illegible]

Appendix

Georgia Southern University

Strategic Plan

Fall 2004

Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.

**Academic Distinction
Student-Centered University
Technological Advancement
Transcultural Opportunities
Private and Public Partnerships
Physical Environment**

Georgia Southern University

Strategic Plan

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No institution, no university, ever became great without expecting to be great.

Our expectations must envision greatness...

Bruce Grube, President, Georgia Southern University, 1999

Introduction

On September 1, 1999, the President of Georgia Southern University, Bruce F. Grube, charged the Strategic Planning Council (SPC) to produce a Level I (institutional level) strategic plan for the University. The charge included developing a vision of our future that could be shared and valued by the entire University community. This plan represents a comprehensive strategy which raises our collective expectations of the quality we can achieve, directs the services we provide, and targets the stakeholders we serve. The plan will enable the University, over the next decade, to utilize our resources with more efficiency and effectiveness and guide us to increase available resources. In January of 2004, the SPC began a revision of all levels of the Strategic Plan. What follows is a revision of the Level I University Strategic Plan.

As this plan guides the University toward its intended state of being, it will be the primary determinant of resource allocation and the yardstick for assessment. Every program and activity will be viewed and reviewed through the lenses of congruence with the University's goals and contribution to attainment of the University's strategic objectives. The University will sustain programs that are essential to its core mission; it will enhance programs that propel it toward its destination; and it will modify programs that are found to diverge from its intended path.

The SPC began the planning process by inviting a representative array of campus constituents to conduct an analysis of the institution's strengths and weaknesses and environmental opportunities and threats. Those constituencies included undergraduate and graduate students, the Faculty Senate Executive Committee, the Personnel Advisory Committee, the Deans' Council, the African-American Caucus, and administrative directors. The SPC then applied their analyses to the six strategic themes identified as the pillars of Georgia Southern's future. We asked these questions: Where does the University go from here? What does our future look like? What is our vision of the direction and reputation of Georgia Southern University? The simple answer is this: **"Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years."** The more complex answer, the destination we plan to reach together, is found in the body of this plan which articulates the elements of the six strategic themes and the steps to implement them. The institutional level plan (Level I) outlines our strategic vision for the future and our commitment to the decision-making process necessary to initiate the journey to greatness. It paints our shared vision in broad strokes. The Level II Plan, strategic implementation, and the Level III Plan, academic and administrative unit tactics, will provide the fine points of operational leadership.

The plan begins with a statement of the University's vision and mission; it attempts to identify our key stakeholders and our relationships with them; it then sets out a summary of our program and service offerings, a delineation of the University's comparative advantages, and the definition of the Plan's six strategic themes and their strategic objectives. The Plan articulates action steps to initiate the strategic objectives at the University level, thus providing a framework for University-wide implementation supported by operating-level tactics and policies.

Our analysis of strengths, weaknesses, opportunities, and threats culminated in widespread agreement on the challenges facing Georgia Southern University along our road to greatness. These are among the key challenges addressed in this plan:

- ***Expectations.*** The plan raises the bar for all functions of the University including, but not limited to, learning, teaching, scholarship, admissions, student services, business and finance, and university advancement.
- ***Technology.*** Educational and informational technology, in all its manifestations, must pervade new approaches to teaching, learning, scholarship, and administration throughout the University.
- ***Globalization.*** We must strive to reach an understanding of global perspectives while striking a balance with service to state and regional needs.
- ***Students.*** We must seek out and enroll a student body well-prepared for college, academically motivated, and ethnically, socially, and economically diverse.
- ***Accountability.*** Students, faculty, and staff must be accountable to their stakeholders, themselves, and the University.
- ***Financial Support.*** Public higher education faces a decreasing share of state-appropriated funds. We must develop the ability to generate financial support from outside sources and through partnerships. We must also exercise the discipline to make difficult reallocation decisions.
- ***Marketing.*** We must tell our story boldly, accurately, and professionally to ensure that the University's reputation reflects the reality of our stature in the University System and our institutional comprehensiveness, quality, and character.

Finally, we must invest ourselves in this plan and its vision of a campus community of civility and respect; a culture which values scholarship and learning in all its endeavors; and a collegial campus governance system reaching out to all levels as important strategic decisions are considered. Academic distinction is the core of our vision of greatness, and while six strategic themes establish the platform for Level I, we must focus all our energies on an uncompromising expectation of excellence and the nurturing of an intellectual community. When that is achieved, our greatness will be validated.

Vision and Mission

Vision - Georgia Southern University will be recognized as one of the best public comprehensive universities in the country within the next ten years.

Mission – Approved by the Board of Regents June 30, 2004

Georgia Southern University is a public comprehensive university devoted to academic distinction in teaching, scholarship, and service. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern's nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University's mission is the faculty's dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

Programs and Services

Georgia Southern University is a member institution of the University System of Georgia. A residential university of more than 16,000 students, Georgia Southern University's hallmark is a superior undergraduate experience emphasizing academic distinction, excellent teaching, and student success. Georgia Southern University is Georgia's third largest university and is among the most comprehensive centers of public higher education in the state.

A *Master's I* university accredited by the Southern Association of Colleges and Schools, Georgia Southern University offers 130 academic majors in a broad array of baccalaureate degrees and selected master's and doctoral programs. The University has earned national accreditation in 29 program areas. Academic programs are organized in six Colleges: Business Administration, Education, Health and Human Sciences, Information Technology, Liberal Arts and Social Sciences, the Allen E. Paulson College of Science and Technology, and the Jack N. Averitt College of Graduate Studies. The University awarded 2,610 degrees during 2003-2004 including 23 doctoral degrees.

The University is one of the top two choices in Georgia for new freshmen, including HOPE Scholars. Georgia Southern University enrolls with increasing selectivity a student body representing in recent years all of Georgia, almost every state, the District of Columbia, two territories, and more than 80 nations. Moreover, at least four-fifths of undergraduates are full-time students. The University is enhancing its academic profile through higher admission standards, an expanded scholarship Honors Program, and targeted recruiting of academically-talented students. The average SAT of entering freshman has increased from 987 in Fall 1999 to 1078 for Fall 2004.

More than 150 campus organizations bring students together around their special interests. The organizations include academic associations, performing arts groups, honor societies, team sports, fraternities and sororities, service clubs, and religious groups. Most organizations also participate at the regional or national level, with opportunities for students to expand their horizons. Georgia Southern University's reputation as a "warm and caring, friendly campus" begins with the University's commitment to serving students, offering the support needed to meet the challenges of college life and beyond. These services range from guiding students in planning their curriculum to assisting graduating seniors in finding employment opportunities.

Georgia Southern University fulfills its service mission through outreach and research in economic development, education, rural health, and environmental science. The University is raising the number of professionals in the region through programmatic offerings in Savannah, Brunswick, Augusta, Dublin, and Hinesville.

Founded in 1906 as a district agricultural school, the institution advanced to become a teachers' college, a senior college, and in 1990 the first university in the southern half of Georgia. The University has recently emerged from a decade of growth that doubled its enrollment. The 670-acre park-like campus is completing a \$200-million building and beautification renaissance that spanned the decade.

The learning environment for students and the public is enhanced by the Georgia Southern University-Statesboro Symphony, a Library serving the University's entire community, a museum of cultural and natural history, a botanical garden, a new performing arts center, and a unique wildlife education center. The University's Division I athletic teams compete in the

Southern Conference and have attained national recognition. The campus is located in Statesboro, a safe, hospitable Main Street community of 30,000, an hour from historic Savannah and beach resorts, and within 200 miles of Atlanta.

Georgia Southern approaches its centennial in an era of new leadership with a vision to rank among the best universities of its class in the nation.

Stakeholders

The University's stakeholders include all of its publics, those who deal directly with it and those who are affected by it even at a distance. The categories of stakeholders listed here are not mutually exclusive, and the list is not exhaustive- any individual or organization may recognize itself in several groups. The University respects its mutually beneficial relationships with its stakeholders, and strives to maintain those bonds across time and distance.

Prospective Students. Georgia Southern University assertively recruits students who are considering undergraduate and post-baccalaureate education. Most desirable to prospective students are Georgia Southern University's image of academic distinction and students' reasonable expectations of success in a rigorous environment. Other attractions for traditional students are the perception of the complete away-from-home college experience and identification with an institution of notable athletic prowess. Place-bound professionals identify with the best local source of educational advancement, and other non-traditional students find comprehensive offerings and scheduling alternatives designed to meet their specific needs.

Undergraduate Students. Georgia Southern University enrolls with increasing selectivity a diverse group of students from across the state, the country, and the globe. The undergraduate population is defined not by region nor demographic characteristic, but rather by preparation, achievement, and motivation as indicated by an increased SAT of entering freshman.

Graduate Students. Georgia Southern University enrolls graduate students in two distinct groups: those whose educational needs are fully served by our advanced and terminal degree programs, and those whose professions require continuing advanced education for certification or license. Georgia Southern University provides one of its most focused responses to community and regional needs with its advanced degree programs.

Alumni. Georgia Southern University maintains a "community bond" with its graduates that transcends location, and our graduates remain involved in the development of the institution. This relationship is founded on graduates' commitment to the ideals of the institution, particularly citizenship, service, and lifelong learning, and the University's desire to maximize the value of a Georgia Southern University degree.

Faculty. Georgia Southern University benefits from a corps of instruction that collectively places teaching at the forefront of the traditional triad of faculty responsibilities: teaching, scholarship, and service. The spirit of community among the faculty is based on mutual respect, shared governance, compensation at competitive levels, and opportunity both for professional advancement and to perform valued service to the University and the community at large.

Staff. Georgia Southern University employs professional and support staff who are attracted to the University's signature learning environment. By their efforts and their attitudes the staff members play an active role in developing the University and relating it to its publics. Whether maintaining the physical campus, developing new contributors, or administering financial accounting, they are instrumental in producing the University's signature experience. The staff share a desire to facilitate students' successful transition to college, to foster a diverse and collegial university community, and to help individuals adapt and grow in a complex environment. The staff take justifiable pride in their work ethic and their association with a university of distinction.

Supporters. Georgia Southern University benefits from many supporters including individuals, businesses and commercial enterprises, governmental agencies at all levels, and cooperative organizations. Individuals and businesses demonstrate strong financial and personal commitment to the University in their support of fund-raising campaigns, athletic events, and community-oriented projects. Governmental support comes in many forms- traffic control, immunizations offered on campus, opportunities for internships and active learning. Cooperative organizations include the Georgia Southern University Foundation and Southern Boosters, both of which are essential to the University's successes.

Employers. Georgia Southern University relies on employers and others who engage our graduates; these stakeholders validate our efforts in the most tangible way. In addition to hiring graduates, this group supports the University and its academic programming by serving on advisory boards and by sponsoring internships, cooperative education, and other experiential education for our students.

The External Community. Georgia Southern University relates to the community, state, and region through its educational opportunities for traditional and non-traditional students, stimulation of economic development, creative problem solving, and cultural outreach programs. Additional external constituents include the Board of Regents, employers, the General Assembly, other funding partners, and graduate/professional schools. Georgia Southern University enhances its identification with the national and international community by producing graduates possessing a well-rounded foundation of knowledge, specific skills related to chosen fields of study, and awareness of their personal responsibilities as national and global citizens.

Comparative Advantages

Georgia Southern University aspires to provide the best undergraduate learning experience in the University System of Georgia, and through excellence in selected graduate programs to be recognized as one of the premier comprehensive universities in the country. These aspirations will grow in reality and reputation from the University's commitment to academic distinction. In that regard, Georgia Southern University will provide all undergraduate students with a core curriculum grounded in the fine arts, humanities, natural sciences, and social sciences that encourages the exploration of humankind's role in the universe. While incorporating the latest technologies in the discovery, transfer, and application of knowledge, the University's primary mission is to offer a traditional student-centered residential learning experience that fosters holistic personal growth. The University takes pride in its "personal touch" and is committed to providing attention to the individual needs of students. The University's commitment to these principles extends to its graduate offerings where opportunities for student-faculty engagement and enrichment abound.

Engagement. GEORGIA SOUTHERN UNIVERSITY'S MOST IMPORTANT COMPARATIVE ADVANTAGE IS ITS CULTURE OF ENGAGEMENT, where students work side-by-side with faculty and staff, participating in active learning related to the acquisition and use of knowledge for the benefit of humanity. "Engagement" permeates explanations of who we are, what we do, and how we differentiate ourselves from other institutions, and is integral to Georgia Southern University's many advantages.

Engagement refers to the psychological and physical energies invested in active participation in the learning process (in-class and out-of-class). At Georgia Southern University, expectations for engagement are set high for students to take the initiative and responsibility for their active involvement in learning activities, and for faculty and staff to invest in supporting student successes. All are partners in the learning process, and the result is a campus culture of participation and personal attention. The benefits of engagement accrue to the university community in direct proportion to the time and energy invested by all members of the community.

Size and Comprehensiveness. Georgia Southern University students find the academic comprehensiveness and quality characteristic of major universities offered on a campus that specializes in integrating these advantages with opportunities for engagement and the formation of personal connections. Indicative of the increasing comprehensive status of the University, is the recent approval of the College of Information Technology and School of Public Health in the University System of Georgia (the first such entities within the University System of Georgia).

Faculty. The faculty bring alive the culture of engagement. Faculty are primarily full-time, terminally degreed, experienced in their professions, and committed to a student-centered university. Faculty are willing to forge personal relationships with students and involve students in their scholarship and service activities. Student Affairs provides co-curricular programming to enhance faculty interaction with students beyond teaching, scholarship, and service roles. At few other institutions will students find this level of engagement.

Location. Situated in a college town in a rural area of the state, Georgia Southern University is a place where students quickly form connections with each other and the people of a region known for hospitality and friendliness. Georgia Southern University's geographical location provides a mild climate, an attractive ecological site, a safe community, proximity to major population centers for cultural enrichment and commerce, and ready access to any part of Georgia.

Intellectual Resources. The University makes its collective knowledge base available to students, faculty, and surrounding community to an unprecedented extent. The Library surpasses conventional standards by being open seven days a week, twenty-four hours a day, both on-site and via the Internet. Electronic linkages to other locations serve clients quickly. A continuously evolving University web site makes available news, class materials, information from the institutional research function, academic and administrative policies, catalogs and calendars, e-mail, references and links to other reference sites, and personal pages. Computer labs throughout the campus allow students to use information resources from many sites, while dial-in connections are available in limited but increasing numbers.

The Physical Campus. The University's naturally beautiful 670-acre campus is one of its remarkable attributes. The campus includes a diversity of biological communities such as pine forests, sand hills, gardens, wetlands, and ponds. The old brick of the historic original campus blends with the distinctive architectural landscape of the "new campus" linked by a network of brick walkways lined with live oak trees. New buildings now rising extend the University's horizon; yet the campus can be walked in comfort and safety, with inviting places for students to gather indoors and outdoors. Space is plentiful and practical for students to be students, both in intellectual growth and in affective development.

A Service Ethic. Service and leadership opportunities are promoted on and off campus, and these activities solidify connections with the internal and external communities. Students find opportunities to expand their active learning by taking part in service projects both on campus and across the community. Faculty and staff contribute their time and energies for their mutual benefit and to enhance the town-gown relationship.

Outreach Programs. In addition to offering programs for educational and professional advancement, economic development, and cultural enrichment, Georgia Southern University involves the general population in enriching experiences through its public centers such as the Museum, the Center for Wildlife Education, and the Botanical Garden. These centers embody all elements of the University's mission: serving students through teaching, serving faculty and staff through research and service, and serving the external community through outreach and lifelong learning. The clientele of the centers includes more than 75,000 visitors annually ranging from primary school pupils through Elderhostel participants. In addition, the new Georgia Southern University Performing Arts Center will be a locus of the musical and theatre arts for the on- and off-campus communities.

Athletics. Georgia Southern University participates in a full array of intercollegiate athletics at the NCAA Division I level. Its football team has won six national championships in the I-AA class; its baseball team has participated in the College World Series; and its other intercollegiate teams continue to bring recognition to the University and its student athletes. A significant component of the student experience is the University's intramural athletic program. The Recreation Activity Center building encloses a track and venues for many popular athletic activities for students, faculty and staff, embodying the campus concern for wellness. The University's field house is the site of intercollegiate athletics, and it is part of a complex that houses laboratories to study human performance and wellness.

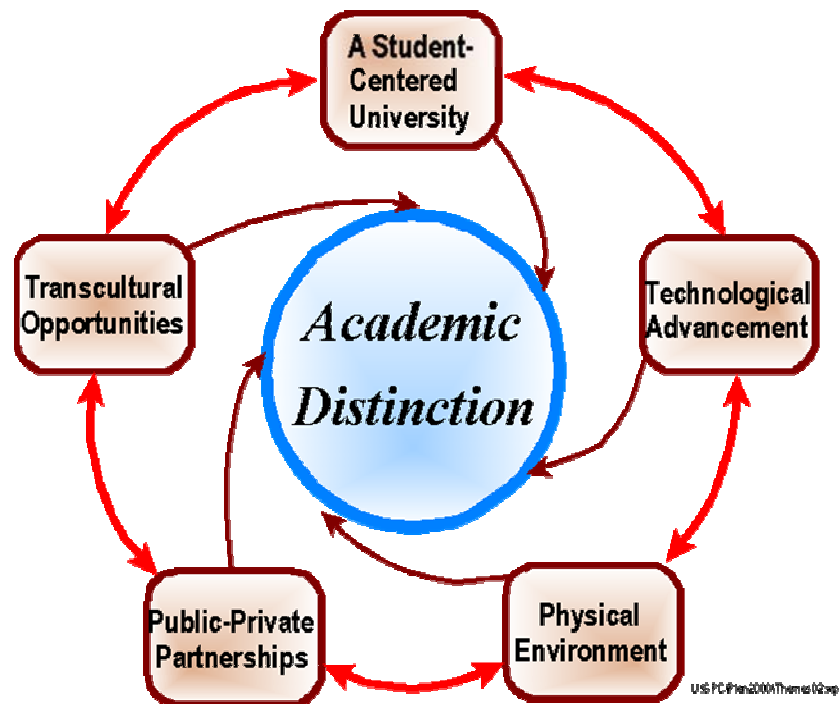
Administrative Philosophy. The four major constituencies- Students, Faculty, Staff, and Supporters- are represented by their respective Vice Presidents on the President's Cabinet. From the Student Government Association to the President's Advisory Committee on Personnel to the Faculty Senate to the University Foundation, all members of the University community may become actively involved in its planning and administrative processes. The administrative process is characterized by dialogue and discourse conducted in a civil manner.

Strategic Themes

The vision of becoming recognized as one of the best public comprehensive universities in the country identifies the University's destination. The Level I plan articulates the overall strategic objectives and action steps to achieve this goal. The Level II and III plans describe how we will arrive there. Our journey is guided by six essential strategic themes, with the core being academic distinction.

Academic Distinction
Student-Centered University
Technological Advancement
Transcultural Opportunities
Private and Public Partnerships
Physical Environment

The proposed action steps do not necessarily represent a fresh start toward an altogether new destination. Rather, they are ways of capitalizing on the progress we have made since 1906. We are already an excellent university, and we can contemplate actions that will enable us to become better, and clearly one of the nation's best public comprehensive universities. Given the differences among the units within the University, it is not anticipated that every unit will pursue the same themes. However, if the University is to progress, academic distinction must be the top priority at all levels and in all units.



..... Academic Distinction

Academic distinction is the core of our vision to become a nationally recognized comprehensive university. Academic distinction requires the University to focus its efforts ultimately on that goal and its pursuit. The other five strategic themes support the attainment of academic distinction.

Academic distinction reflects the quality and comprehensiveness of our academic programs and the manner in which we support and strengthen those programs. Academic distinction is manifested by an uncompromising expectation of excellence, a campus-wide focus on the development of an academic environment, the nurturing of a community of intellectualism, and a commitment to lifelong learning in a diverse and technological global environment.

Academic distinction is validated both externally - by the public, the academic community, and our stakeholders - and internally by our own measures. Academic distinction will be affirmed when Georgia Southern University becomes a nationally recognized comprehensive university known for uncompromising quality in undergraduate education and selectively developed graduate programs. As the University works to achieve its vision, attention will be given to the distinctiveness of our situation: national recognition of programs and personnel; a no-compromise approach to the pursuit of excellence; a rich learning environment that emphasizes engagement; outstanding service to the region, state, and nation; a first-rate faculty; a staff that supports the University's distinctive learning environment, a student body that represents the diversity of our region and of society; and a unique physical environment that connects students to place and challenges them to broaden their perspectives on the world at large.

Strategic Objectives

- A pervasive culture of learning and engagement
- Informed use of cutting-edge technology to attain information literacy
- A physical campus that in form and function enhances academic climate and culture
- A rich cocurricular environment
- Cross-fertilization through intellectual partnerships across academic disciplines and institutions
- A resource base necessary for "first choice-first tier" distinction

Action Steps

- **Forge a stronger academic profile** by any combination of these viable alternatives: continuing to raise admission standards; capping enrollment; enhancing the quality of undergraduate and graduate curricula; assessing student learning outcomes; increasing retention, graduation rates, and enrollment of transfer students; allocating resources for undergraduate honors programs and graduate education; increasing the number of endowed chairs; and, maintaining and seeking program accreditations.
- **Extend the culture of engagement** to all campus units by increasing collaboration among campus divisions to foster a rich cocurricular environment, identifying resources for faculty-student collaboration in scholarship and service, and emphasizing "engagement" in guidelines for hiring, promotion, and tenure.
- **Support and strengthen the excellent faculty** as a cadre of teacher-scholars at Georgia Southern University through increasing the percentage of faculty with

terminal degrees, quantity and quality of faculty scholarship, and rewards for excellence in teaching, scholarship, and service.

- **Assertively market Georgia Southern University academics**, aggressively tell the Georgia Southern University story, target "first-tier" status among comprehensive universities as measured by "best colleges" publications, and attain external validation of our programs through national accreditations and other recognition.
- **Cultivate an academic environment** exemplified by high expectations, engagement, self-directed academically-motivated students, scholarly faculty, cutting-edge technology, a physical campus that symbolizes the pursuit of academic excellence, and a commitment to wellness. Recognize that high-quality faculty scholarship and teaching are intimately and positively related to the recruitment and retention of high-quality students.
- **Make available the University's intellectual resources** to all of its stakeholders, providing in-person and on-line access to the Library's holdings and facilities, the University's own data, and the expertise of University students, faculty, and staff, thereby creating additional opportunities for active and experiential learning, service to the community, and research.

..... Student-Centered University

A student-centered university known for academic distinction holds high expectations of its students, faculty, and staff. Students, as engaged learners, are the principal agents of their own success. Faculty are innovative facilitators of student learning, exemplary scholars, productive researchers, models of service, and creative artistic performers. Staff members are focused on supporting a climate and physical environment which promote student learning and engagement both in and out of the classroom. Above all, faculty and staff enthusiastically value, pursue, and determinedly guard their interactions with students.

A student-centered university prepares its students for responsible citizenship, advanced study, meaningful employment, and life-long learning. A student-centered university nurtures diverse talents, individual learning styles, and unprecedented ideas. The university's students develop a personal belief system grounded in a rigorous collegiate experience.

Strategic Objectives

- Scholarship and learning as the foundation of all endeavor
- An environment that integrates student learning and personal and career development into a holistic educational experience
- A community characterized by civility, respect, cooperation, responsibility, and understanding among all its members
- High-quality student services which support our culture of scholarship and learning

Action Steps

- **Provide a rich, on-campus residential experience** for all students who desire it. Create residential opportunities that will attract first-time, full-time freshmen to live on campus. Continue to improve the First Year Experience. Provide up-to-date technology and physical facilities to enhance both in-class and out-of-class learning experiences. Increase resources and enter into public-private partnerships to enhance residential life experience on and near the University campus.
- **Convey high expectations** for academic achievement, appropriate behaviors, and time spent on task. Assist students in the development of an informed set of values, ethics, and beliefs. Foster a campus climate that promotes student affective development, healthy lifestyles, personal maturation, civility, and respect. Empower students to develop their own ideas, be innovative, and actively search for means to address their needs, fulfill their responsibilities, and prepare themselves for a career.
- **Promote engagement of students, faculty, staff, and administrators** in events, activities, and scholarship. Provide opportunities for meaningful interaction among members of the University community by offering cultural, athletic, entertainment, and social events that complement a positive collegiate experience. Offer a wide array of study-abroad and cultural exchange opportunities for students and faculty.
- **Consistently assess the quality of student interactions with all on-campus service units** from the divisions of Academic Affairs, Business and Finance, University Advancement, and Student Affairs, with the goal of delivering student services effectively and efficiently.
- **Facilitate students' progression** through a seamless transition from campus life orientation through academic advising and career development to graduation as competent contributors to society.

..... Technological Advancement

To enhance Academic Distinction, the University must use the best and most appropriate technological tools available to support teaching and learning opportunities and effective administrative practices. The full integration of technology into all appropriate functions of the University will aid in attracting and retaining high-quality students and highly-qualified personnel. Technology, for our purposes, is defined as all devices involved in the creation, storage, and dissemination of knowledge, including classrooms, laboratories, and libraries; the entire spectrum of communications; the maintenance of habitable environments; the transportation of people and goods, and the efficient delivery of services.

Technology contributes to Academic Distinction when it is integral to the attainment of the University's goals and objectives. Technology serves students by facilitating the learning process, linking students to faculty, and delivering administrative services. Technology serves faculty by expanding pedagogical alternatives, opening new avenues in support of scholarly activities, and increasing opportunities for outreach and service. Technology serves administrators by promoting effective planning, enabling informed decision making, and encouraging efficient allocation of resources.

Strategic Objectives

- Information technologies that are integrated with and support and enhance teaching and learning
- Student access to and training in the use of technology to enrich learning and personal development
- A networked environment based on a universal e-mail system and shared information resources to facilitate communications among and between students, faculty, administrators, and staff
- Equipment, systems, training, and support that encourage and facilitate teaching and learning, and scholarly activity
- A decision-support system responsive to user needs that facilitates informed planning and administration
- Administrative systems that utilize appropriate technologies to effectively deliver the highest level of service to the campus

Action Steps

- **Plan and budget for continuous funding** of equipment, software, technology infrastructure, and technical staff to train and support students and employees in the effective and ethical use of technology.
- **Provide the technological infrastructure** needed to support the scholarly, administrative, and service activities of the University. Provide appropriate support and training for students, faculty, staff, and administrators. Improve student access to computers and structural capacity to accommodate a growing number of computer users. Facilitate access to the Internet from student residences on- and off-campus. Reduce the ratio of students per computer. Enhance the quality of distributed education delivery systems. Refine and enhance administrative computing systems, and provide an effective level of support for these systems.

- **Increase electronic access** to administrative services.
- **Maintain the Technology Fee.** The University must ensure that all students have access to the benefits of technology. The University and the student body approve a modest fee that pays for facilities and services available to all students to support a range of technological systems that might include distributed fully-equipped computing labs, staff, and the cost of consumable supplies.
- **Design new facilities and renovate existing facilities** to accommodate multiple teaching and learning methodologies, technologies, and access to campus network resources.

..... Transcultural Opportunities

Transcultural can be used synonymously with intercultural, multicultural, cross-cultural and global. It refers to other cultures whether they be found across the globe or in the same neighborhood. As used in this document, transcultural refers not only to international experiences but to the variety of diverse cultures that are part of the University and the region. The definition of transcultural is being broadened to include issues of gender diversity as well. Georgia Southern University wants our students, faculty and staff to experience and become comfortable with a wide range of cultural environments. The University also wants to play a leading role in exposing the larger regional community to these diverse cultures. Transcultural experiences should be explored and celebrated as an integral component of the University's learning experience.

Transcultural opportunities enable Georgia Southern University students, faculty, alumni, and staff to experience and become involved with a wide range of cultural environments. The University will continue its leadership in the academic community as a place where diversity is celebrated and explored. Georgia Southern University's role as a leader in the state and region also encompasses a responsibility to broaden the larger community's understanding of the enriching aspects of diverse cultures.

Strategic Objectives

- Increased exposure to global cultures
- Increased understanding of our multicultural campus
- Understanding of diversity in all forms
- A physical and social campus environment that encourages engagement in the exploration of diversity

Action Steps

- **Increase diversity among faculty, staff, students, and administrators.** Promote diversity and transcultural experiences through recruiting, retaining, and graduating under-represented student populations.
- **Provide more diversity and transcultural experiences** both on- and off-campus. Develop, improve, and support programs that foster understanding and appreciation of various forms of diversity.
- **Expand transcultural opportunities** and experiences for the campus and the community, integrating them into program curriculum and developing external partnerships to create opportunities wherever possible. Promote the study of foreign languages. Offer increased study abroad opportunities for students and faculty; establish centers abroad in strategic locations; and continue to emphasize internationalizing the curriculum. Encourage the exploration and study of local cultures.
- **Develop an advising program for international students** . Increase the number of out-of-state students and of international students and the countries they represent.

..... Private and Public Partnerships

A public university rises to national recognition by building upon support beyond its state-funded budget. A public university attains regional leadership by serving people and solving problems through outreach and engagement. Partnerships with the public and private sectors are critical to expanding support and extending service to numerous constituencies.

Developing public and private support for quality enhancement and service initiatives - through gifts, grants, contracts, or collaborative ventures - is crucial to achieving goals of greatness. Georgia Southern University's Centennial in 2006 is a golden opportunity to capitalize on constituent support, particularly alumni, faculty and staff, community and corporate donors, and boosters - partners with a stake in the stature and success of the institution.

The future will demand the University's contributions to improving economic development, educational attainment, health care access, cultural opportunities, and environmental quality. This presents a natural opportunity for collaborative alliances with other post-secondary institutions, schools, business, government, communities, and philanthropies. The public centers continue as elements of partnerships with primary and secondary schools throughout the state.

Promoting partnerships as a means of achieving greater results requires institutional encouragement and coordination for creating collaborative relationships that benefit both partners and allow them to accomplish more together than they could accomplish alone.

Strategic Objectives

- A resource base augmented through partnerships that support strategic priorities
- Recognition of the University as a leader in outreach and a prime partner in collaborative efforts which enhance the welfare of the service area
- Promotion of collaborative relationships as a means of achieving better results

Action Steps

- **Acquire the financial resources** that will be Georgia Southern University's foundation for success. Begin a capital campaign that will culminate in the University's Centennial Celebration. Enhance the University's image and visibility to create a favorable climate for increasing external support. Broaden support base to include national and international organizations with mutual interests.
- **Create a culture of service** on campus. Continually refine assessment of institutional and service area needs. Stimulate and coordinate service, research, and outreach relevant to service area problems and publics. Provide readily accessible information to external clients and the public seeking assistance from the University. Develop advisory boards with private and public constituents for programs. Systematically organize and sponsor institutional efforts to introduce campus faculty, staff, and administrators to people and places in the service area.
- **Empower every unit** to explore partnership opportunities internally, among campus units, and externally through constituent relationships and collaborative alliances. Develop a priority list of service initiatives for each year and a plan for partnership participation while encouraging entrepreneurial initiative and retaining the flexibility to capitalize on unforeseen opportunity. Calculate the cost-benefit advantage of prospective partnerships before University resources are committed, and reward faculty and staff initiative that results in high-benefit endeavors. Showcase successful partnerships as models.

..... Physical Environment

The physical setting frames the campus academically and environmentally. Furthermore, it acknowledges the contribution of the physical campus to the environment of teaching, learning, scholarship, and engagement. The physical environment encompasses all of the facilities, infrastructure, and land areas that support and enhance the educational, recreational, residential, and environmental aspects of the University. It includes scheduling and building use, maintenance, traffic flow, safety, and the placement of new campus facilities.

Georgia Southern University will develop and maintain a campus that is functional and beautiful and that celebrates the natural environment of the coastal plain. Facilitating a campus culture of academic distinction should be a goal in all plans that involve the physical environment.

Strategic Objectives

- An environment that promotes and supports academic achievement and personal growth and engagement, while reflecting the values, traditions and heritage of the University
- A campus sensitive to ecologically and environmentally sustainable design, construction, and operational practices respectful of the natural habitats of the coastal plain
- A safe, comfortable, and healthful environment for those involved in the University experience
- A campus environment that invites others to the University and its programs, and provides access to on-campus facilities and events

Action Steps

- **Ensure that new construction and renovation projects** meet present needs, accommodate future growth, are adaptable for multiple teaching and learning methodologies and technologies, and observe University guidelines for architecture and environment.
- **Enhance the beauty and utility of the campus** through thoughtful landscaping including appropriate emphasis on the southeastern coastal plain environment.
- **Enhance the residential nature of the University.** Continue to maintain a safe and secure campus, facilitate pedestrian and bicycle pathways, and provide commuters with adequate access to perimeter parking. Develop new residence halls, and renovate older residence halls on campus.
- **Acquire adjacent properties** for campus expansion while developing and beautifying the campus perimeter in conjunction with the community.
- **Provide a primary on-campus point of first contact** that facilitates both physical and electronic access to campus resources and events for students, parents, visitors, alumni, and community.
- **Plan and budget for regular maintenance of facilities** and for reducing deferred maintenance.

Levels of Planning, Program Analysis, and Timeline

The preparation of a strategic plan is generally accomplished in three levels of planning. **Level I was the creation of an institutional strategic plan.** The SPC produced a rough draft of the Level I plan during Fall Semester 1999. In December 1999 and January 2000, the SPC gathered feedback regarding the draft of the Level I plan. Revisions were based upon this feedback and were included in the revision of March 2000. Once the Level I plan was completed, the development of Level II plans was initiated and completed in 2002.

Level II was the creation of University-wide functional plans that made the Level I plan operational. This included the following plans: academic, financial, facilities, enrollment management, human resources development, organization, marketing-communications, and technology-information resources. In addition, key unit plans for technology and information resources, marketing and communication, and enrollment management were prepared at this stage. A new Level II Plan, the Quality Enhancement Plan, was added in the revision of 2004 as a core component of the SACS Reaffirmation Process. The Quality Enhancement Plan, *Advancing the Culture of Engagement*, touches all aspects of the Georgia Southern Experience and all future Level III plans will reflect its influence.

Program analysis/review is essential for the development of divisional implementation plans. Program analysis/review as defined for the strategic planning process focused upon the systematic examination of a program to assess its relative value in terms of viability, productivity, and quality. The President appointed administrators from the various vice presidential divisions to develop and implement program analysis/review procedures for their respective divisions. The procedures were administered within each division and with assistance from the SPC. Results of the program analysis/review were disseminated to campus.

Level III was the creation of implementation plans for academic units and administrative support units. These plans were initiated during academic year 2000-2001 and completed 2002-2003.

All plans prepared as components of Level II are submitted to the Strategic Planning Council for review in terms of compatibility with the Level I Strategic Plan. All Levels will be reviewed and updated on a yearly basis as indicated in the chart below:

Annual Strategic Planning Process Timeline

Georgia Southern University

Approved by President's Cabinet, September 2003

<u>Phase I: January-April</u> SWOT Analysis & Level I Plan Review	January-February <u>Step 1</u> SPC engages campus (Faculty Senate, SGA, PAC, etc) in university-wide SWOT analysis and review of Level I Plan. March-April <u>Step 2</u> SPC guides revision/update of Level I Plan and presents draft to PC.
<u>Phase II: May-June</u> Review, Revision and Approval of new Level I Plan	May-June <u>Step 3</u> PC guides Level I review within university areas. <u>Step 4</u> PC makes final revision and shares with all university areas. PC sets Fall meeting dates.
<u>Phase III: July-September</u> Sharing of Level I Plan and Revision of Level II Plans	July-September <u>Step 5</u> President meets with SPC to discuss Level I Plan and new strategic initiatives. <u>Step 6</u> VPs hold individual meetings with SPC to discuss new Level I Plan/strategic initiatives and to review progress related to Level II goals. <u>Step 7</u> VPs guide revisions/updates to Level II Plans.
<u>Phase IV: September-December</u> Revision of Level III Plans	September-December <u>Step 8</u> VPs guide revisions/updates to Level III Plans.

Conclusion

Through the dedicated efforts of many individuals, Georgia Southern University has reached a level of academic quality within striking distance of the top tier of America's public comprehensive universities. We are poised to advance to the next level of excellence. The Level I strategic plan continues to set a bold agenda to negotiate this journey. If the plan is to be fulfilled, it must continue to be endorsed and implemented by the entire University community. Moreover, Levels II and III are providing the implementation strategies and tactics to achieve the ambitious agenda presented in Level I. Economic realities necessitate a systematic plan so that units and individuals can focus their efforts on programs and services that "fit" the destination of our vision. Georgia Southern University must not be content with where we are and how things were done in the past. We must be willing to shift resources to units and programs where they will serve their highest and best use. This will not be an easy task; however, if we are to be a nationally recognized comprehensive university, it must be done.

This document describes not only a destination, but also a process. As conditions change in the internal and external environments, and as Georgia Southern University advances in its journey, the strategic plan must stay on the leading edge of progress. In this sense, the plan will never be complete or final, and the Strategic Planning Council is charged with the responsibility to revise the plan annually as needed. The SPC coordinates and facilitates the campus-wide planning process and specifically guides the University community on strategic emphases for specified planning horizons. As an example of its living, evolving nature, in 2004 the Quality Enhancement Plan was added to the mix of Level II Plans. Such changes, refinements, and improvements are to be expected each year.

While all six strategic themes are important, collectively, we must place priority on the pursuit of academic distinction. The planning process offers a role for everyone to play in helping move Georgia Southern University to the next level of excellence. The SPC invites all members of the University community to join that journey to greatness.

Levels of Planning

